

Inspection report for early years provision

Unique reference number	EY312362
Inspection date	17/03/2009
Inspector	Ann Webb
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2005 and may care for up to four children under eight years of age. She is currently caring for two children both of whom are in the early years age group. She is registered on the Early Years register and both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband who is her assistant and two children, her son is aged five years and her daughter is one year old. All of the ground floor and first floor bathroom are used for childminding and there is an enclosed garden for outdoor play. The family have a rabbit and a budgerigar. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. The childminder promotes many aspects of the children's welfare appropriately, ensuring that they are included, able to make a positive contribution and access a good balance of exercise and healthy eating. She has not yet established a system which enables her to fully assess areas for development and improvement, for example, risk assessments for outings. There is a professional working partnership with parents and they are kept well informed of their children's care and learning. The children are well engaged and are interested in a varied range of learning opportunities, however, there is limited information obtained from parents about what their children know and can do when they first start to attend.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- obtain information from parents about what their children know and can do when they first start to attend
- develop a system to fully assess the strengths and weaknesses of the provision.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment for outings clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.

04/04/2009

The leadership and management of the early years provision

The childminder maintains most of the required records and documents needed for the safe and suitable management of the provision. However, the childminder does

not have a record of risk assessments conducted for outings. All areas of the home used by the children are safe and the childminder implements routines and procedures to ensure that she minimizes hazards to children. For example, emergency evacuations and securing the premises to ensure that the children are unable to leave unaccompanied. The children's safety is further secured as the childminder has a suitable understanding of the Local Safeguarding Children Board Procedures, and has a clear child protection policy which is shared with parents.

There are well established relationships with parents and other providers, such as the children's schools, and these links contribute appropriately toward the children's care and learning. Written and verbal information is shared on a daily basis and settling in procedures for new children ensure that their individual needs are identified and met. However, information about the children's starting points is not obtained.

Since that last inspection the childminder has improved resources for older children, implemented a sick children's policy and obtained details from parents regarding children's individual dietary needs. This has a satisfactory impact on the children's welfare and developmental progress. Systems to assess the strengths and weaknesses of the provision are not fully established to enable the childminder to identify areas for improvements and the continued development of the provision.

The quality and standards of the early years provision

The childminder has a suitable understanding of the developmental needs of the children in her care. She plans activities which reflect their individual needs and interests, for example, role play with dolls and a play tent. She observes the children during their play and appropriately tracks the children's progress. She supports her observations with written captions and photographs and shares these with parents to ensure that the children's care and learning are consistently met. However, she has limited information regarding what the children know and can do when they first start to attend which delays the initial assessment of their progress.

The children learn well about their health and safety, for example, they know that they wash their hands after toileting and how to stop and listen when they are crossing roads. They understand that fruit is a good choice for their snack and help to prepare some meals for example, sandwiches. They have an appropriate understanding of what is expected of them and they behave well. The childminder supports their behaviour with praise and encouragement and manages unwanted behaviour with short periods of time out and redirection.

The children access a good range of toys and resources and they make satisfactory progress in all areas of their learning. For example, they use crayons, pencils and paint to mark make, look at books together, sing counting and rhyming songs and explore information technology and programmable toys. They are interested in the activities provided and have good relationships with the childminder and her assistant, laughing with enjoyment and excitement as they hide inside the indoor

tent.

During their everyday play the children begin to understand about the local and wider community. They visit toddler groups to mix and play with their peers, exercise and play in the park and choose books from the library. Additionally, they access resources which reflect positive images of race, gender and disability such as, books, puzzles and small world figures. They learn about traditions and cultures other than their own and celebrate traditions such as Chinese New Year.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 04/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 04/04/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.