

Inspection report for early years provision

Unique reference number	EY316778
Inspection date	13/05/2009
Inspector	Michelle Smith
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 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 2006. She lives with her husband and four year old in a three bedroom terraced house, with a garden to the rear. Minded children have the use of the play room, dining area and spare room to play and sleep.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder's knowledge of the children she cares for allows her to meet their individual needs. The childminder provides a calm and secure environment, where children play and learn comfortably. The childminder provides children with opportunities to access a range of different learning experiences and encourages them to make choices. She works in partnership with parents to support children's learning and this helps children make progress. The childminder provides play materials for both boys and girls and promotes inclusive practice.

What steps need to be taken to improve provision further?

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

- make sure knowledge is updated in regards to the safeguarding children procedure
- make sure children are aware of the procedures to leave the premises in the event of an emergency
- make sure children have access to separate hand drying facilities.

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

- complete an appropriate paediatric first aid course 31/07/2009

The leadership and management of the early years provision

The childminder provides children with a warm and welcoming environment, that is organised and well maintained. There are procedures in place for keeping parents updated with their children's progress and daily activities. For example, through written and verbal communication. She provides parents with details of children's food intake. The childminder obtains information from parents about children's

specific requirements before they start, for example, dietary requirements. This ensures children's individual needs are met and inclusive practice is promoted. There are written policies and procedures in place.

Children are supervised inside and outside of the home. There are clear procedures in place for outings, for example, young children are strapped securely in their buggy and access secure play areas. This means children are safe and protected on outings. All safety equipment is in place and in working order, for example, smoke alarms. There is a safety gate located at the stairs. Therefore, young children can move around this area of the premises safely. The childminder completes risk assessments of the premises. However, she has not completed a fire drill for a period of time. Therefore, children are not aware of the procedures to take in the event of an emergency. The childminder's knowledge of safeguarding children is adequate. There are systems in place for recording accidents and medication administered to children. Children's health is protected through the clear procedures in place for caring for children that are unwell. For example, children with an infectious illness do not attend. The childminder does not have a valid first aid certificate. She has completed training in the Early Years Foundation Stages. The childminder completes observation on children and recently implemented procedures for recording children's progress. The childminder has made improvements to her provision recently, such as new play materials and plans to improve the outdoor area.

The quality and standards of the early years provision

Children are settled and happy at the childminder's home. The childminder interacts well with the children and gets involved in the children's play. For example, she actively takes part in a matching game. This helps to make play experiences more meaningful for children. They enjoy a range of different play opportunities that are age appropriate and interesting. The children take part in regular outdoor activities within the local community, for example, visits to local museums. They enjoy walks to the local park and wooden play area, where they access large climbing equipment. The childminder provides plenty of opportunities to promote their health through physical exercise and regular fresh air. Children enjoy outings to local parks, where they feed the ducks. They take part in train spotting sessions and meet people who help in the community. For example, a police officer on horse back. There are opportunities for children to take on different roles as they wear a variety of attire. For instance, a child was dressed up as a fairy.

There are different topic friezes displayed in the playroom, where children are encouraged to identify different learning objectives, such as numbers, alphabet, colours and shapes. The childminder makes use of learning equipment positively to encourage children in their learning. Children are beginning to sing the alphabet in Spanish and French. The childminder and her assistant understands the importance of entertaining children throughout the day. This impacts positively on children's learning and development. The childminder provides play opportunities that are in line with the Early Years Foundation Stage. Children are beginning to develop their social skills as they play and interact with others. For example, they

attend local playgroups. They enjoy being with others and are well behaved. Children access play materials that reflects some positive images of differences and interact with children from diverse cultural backgrounds.

The childminder provides parents with daily feedback of their child's activities. She works in partnership with parents and gathers information from parents in regard to children's specific needs. They access an extensive range of different play equipment that is in good condition. Children are encouraged to make choices in their play and can move freely to different play equipment. The childminder provides role play and different learning aids, such as programmable equipment. This helps children develop their reasoning skills and encourages them to use their imagination during play. The childminder provides opportunities for children to initiate their own play and develop their independence as they make choices. The childminder sits close to the children and offers assistance if required. The childminder aids children in their play and development. For example, she asks them questions in regard to their play and builds upon what they already know. Children are becoming confident in their development through praise and encouragement.

There are clear procedures in place for hand washing. For example, children wash their hands before lunch and after using the bathroom. However, children use the same towel for hand drying. This means children are not always protected from cross infection. Children enjoy meals that are balanced and meet their individual needs. Children are learning about safety through discussions and procedures that children are made aware of. For example, they are not permitted to wander off on their own.

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?	2
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?	2
How well are children safeguarded?	3

Quality and standards

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

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Annex B: the Childcare Register

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