

Inspection report for early years provision

Unique reference number	EY350315
Inspection date	06/11/2008
Inspector	Aileen Ewins
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 2007. She lives with her husband and their two children who are four and six years of age. The family live in High Wycombe, Buckinghamshire. Children use the two lower floors of the home, as well as having access to a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of four children under the age of eight years, of which two children may be in the early years age group. She currently has four children within the early years age group on roll in part time capacities. The childminder can provide overnight care.

The childminder is able to take children to and from Highworth School, Crown House School and local nurseries and play groups. The family have a pet guinea pig.

Overall effectiveness of the early years provision

The childminder has a full range of policies that promote the inclusion, health and well-being of children being cared for; although the safeguarding policy needs to be updated. The childminder has a strong understanding of individual needs and plans play activities for each child to enhance their learning and development. Children are kept safe within the home through many sound practices. The childminder has a positive approach to her on-going improvement and has identified these areas well.

What steps need to be taken to improve provision further?

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

- review and update the risk assessments already in place, maintaining a record of when and by whom checks have been made and the significance of individual risks, to ensure hazards to children are kept to a minimum
- practise the fire evacuation plan regularly recording details in a fire log book of any problems encountered and how they were resolved
- update the safeguarding children policy in line with the Local Safeguarding Children Board (LSCB) to include the procedures to be followed following any allegation/s made against the childminder or anyone living, or looking after children on the premises

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

- ensure a risk assessment is conducted for each specific outing type, updating regularly or as the need arises (Safeguarding and promoting children's welfare)

15/12/2008

The leadership and management of the early years provision

The childminder has a full range of policies and procedures in place that help to keep children safe and well, which include behaviour management, food and drink, sickness and confidentiality. The childminder has a strong knowledge of how to protect the children in her care and demonstrates an understanding of the signs and symptoms of abuse, along with how to keep herself safe from false allegations through recording children arriving with an existing injury. However, the safeguarding policy has not been updated to include the procedures in place should an allegation be made against her or anyone else on the premises.

The childminder checks her home daily to help keep children safe from harm and has made sound attempts at completing risk assessments for the house and garden. However, these have not been extended to enable the childminder to have the knowledge to identify, record and prioritise the measures to be taken to minimise hazards to children. Equally, risk assessments for specific outings have not been conducted. Whilst the childminder is aware to have in place written permission from parents, takes children's emergency contacts with her when out and about and considers the routes she takes, she is unaware of how to carry out a full risk assessment, recording concerns and identifying hazards. This may potentially place children's welfare at risk.

The childminder has completed her paediatric first aid training and is aware of how to record accidents appropriately. She is equally aware of the procedures for administering medication, seeking parental written consent prior to doing so. Registers record children's daily attendance and therefore a historical record is maintained. The childminder checks the smoke detectors in place and has set up an emergency evacuation plan. Children have not practised this however and so are unaware of the routes to take should they need to leave the home in an emergency situation.

The childminder is aware of individual children's needs and works closely with their parents to ensure these needs are met. She ensures that she has an understanding of children's home situations, likes and dislikes as well as important routines; along with particular needs relating to ethnicity and culture. Parents are made aware of the policies in place within the provision and settling-in sessions for the children are offered. Parents are provided with information about day-to-day activities, the menu, children's welfare and achievements throughout the day.

The childminder recognises her strengths in allowing children to enjoy their time with her by letting them choose activities that they enjoy and extending their learning and development through appropriate outings and play. In improving her provision, the childminder plans to increase communication and exchange of information with parents through a daily diary system, which will incorporate the written assessments already in place.

The quality and standards of the early years provision

The childminder has made secure progress in her knowledge of the Early Years Foundation Stage (EYFS). She is aware of the six areas of learning and plans activities appropriate to children's stages of development to enable them to progress within the early learning goals. The childminder understands children's current interests, which helps her to ensure that children are curious and motivated to learn. Activities are planned with a balance of child initiation and adult support. Children have many opportunities to go out and about within the local community. For example, they visit the local environment centre and learn about the habitat of bees, collect leaves and feed the ducks at the local pond and partake in exercise at Jungle Mania. Many art and craft activities, including painting and cookery are enjoyed. Provision is made for children's special interests, such as playing outside in the garden, dressing-up, art and sibling shared play.

Children's initial starting points are taken into account when planning for play is set. The childminder takes time to discuss these with parents and uses the starting weeks to observe what children can do, planning next steps accordingly. A system has been put into place, which the childminder is currently updating. Development record sheets give clear indications of achievements within the areas of learning, with considerations made of how to extend this learning. For example, a child attempting to fit cars that are too big into a garage is progressed through further support with shapes and sizes using a shape sorter. Another child counts the steps outside to increase the understanding of number. Development records are shared with parents often, with plans in place for the future to enhance this practice through the daily use of diaries and photographs. Information is also shared with parents as the childminder takes time to discuss older children with them about school life.

Children settle well and are happy and content within the childminder's care. They all have access to age appropriate toys and resources. Children start to understand about similarities and differences of people within the world they live and are inquisitive about other areas of diversity, such as age and disability. Children have daily opportunities to develop their curiosity and problem solving skills through the many activities they enjoy. For example, reading books together, sharing puzzles and games and using the computer with educational programmes.

Children's health is supported well. Babies' routines and needs are met as the childminder and parent exchange information and ideas. Parents supply nappies, formula milk and weaning foods. Snacks and dinners for older children are provided by the childminder. Children are made aware of healthy eating routines and receive nutritious meals. Parents understand to keep children at home if suffering sickness or an infectious disease. Therefore, children do not spread germs between one another. Potty training commences when children are ready and in conjunction with parent's wishes. Children become aware of their own hygiene and understand the necessity for plenty of fresh air and exercise and the need to wash hands if they touch the guinea pig, before meals, after using the toilet and after messy play. Sleeping children are provided with cots and clean bedding. The childminder's home is secure and safe with chemicals/cleaning

materials being stored away and stair gates in place for example. Familiar routines are adhered to if children are cared for overnight. Children behave well and show respect for one another, the childminder, her home and family. Good behaviour is responded to positively with lots of praise. Children understand the importance of taking turns, sharing and being kind to each other.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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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