

Inspection report for early years provision

Unique reference number	EY358641
Inspection date	27/04/2009
Inspector	Justine Leong
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 two children aged three years and one year in Colchester, Essex. The whole of the property is used for childminding and there is a fully enclosed garden available for outside play. Access is via a small step to the front of the property.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children at any one time and is currently minding two children on a part-time basis.

The childminder drives to the local school to take and collect children. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are comfortable, relaxed and secure in the homely and welcoming environment. The childminder demonstrates some understanding of how children learn and develop, although activities are not assessed to ensure children make as much progress as possible. Close working relationships have been developed with parents and important information is shared, enabling the childminder to provide each child with an individual approach. The childminder demonstrates a generally positive attitude to improvement but does not use self-evaluation to identify areas for development.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to learn about diversity and the wider world
- develop self-evaluation to monitor the provision and identify areas for improvement
- develop assessments to identify children's starting points and ensure they make as much progress as possible towards the early learning goals.

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

- conduct a risk assessment to identify and minimise hazards to children, and review it regularly (Suitable premises, environment and equipment)

26/05/2009

The leadership and management of the early years provision

Clear policies and procedures have been devised and these underpin and support the childminder's practice. The childminder shares her policies with parents and all required written parental permissions have been obtained, helping to ensure children are cared for inline with the parents' wishes. Parents have provided the childminder with important information about their children's needs, likes and dislikes and all children's details are stored securely and confidentially. Daily discussions provide an opportunity for a two-way flow of information, helping to ensure continuity of care. Parents praise the care their children receive at the setting.

Children's welfare is protected as the childminder demonstrates a sound understanding of safeguarding issues and is aware of correct procedures to follow if she has concerns about a child in her care. The childminder has completed risk assessments for outings, identifying and minimising potential hazards. However, risk assessments within the home have not been completed, potentially compromising children's safety.

Children are developing an understanding of how to keep themselves safe as, for instance, they practise road safety outside the home and are aware of safety rules such as walking carefully on the stairs. The childminder has some awareness of strengths and weaknesses in her practice but has not developed formal self-evaluation in order to identify areas for improvement.

The quality and standards of the early years provision

The childminder organises her home to provide a warm and child-friendly environment, in which children have ample space to move around and play. Children are developing a good understanding of the benefits of a healthy diet as they sit together to share nutritious snacks of fresh fruit and drinks of juice or water. Their understanding is further developed as they grow strawberries, carrots and peas with the childminder, and take them home to share with their families. Robust hygiene routines are followed; children have access to suitable hand washing facilities and confidently state that this will help to stop germs from spreading. Physical activity is encouraged and children access the secure garden regularly, playing with a range of toys including bicycles, balls and a slide.

The childminder spends valuable time getting to know children well when they first start at the setting and provides each child with an individual approach. Children have independent access to a broad range of imaginative play resources including small world toys and role-play equipment. They play happily together with the childminder, developing communication skills as they discuss what they are doing. Children are developing an understanding of the world around them as they investigate play dough, water and help to plant flower seeds in the garden. Children are making progress in their learning, although assessments are not completed to identify starting points and ensure children make as much progress as possible towards the early learning goals.

The childminder provides some opportunities for children to use their imagination and develop creative skills during painting and drawing activities. Children have access to construction toys, shape sorting resources, puzzles and games and the childminder often sits with them to complete their chosen activity. Questioning is used to support children's learning and encourage thought.

Children are developing self-esteem and are increasingly confident as the childminder listens attentively to them and demonstrates that their ideas are valued. Opportunities are provided for children to develop independence, for instance, putting on their own shoes and coats before going outside. There is an equal opportunities policy in place, although children have limited opportunities to learn about diversity at the setting, potentially hindering their development in this area. Developmentally appropriate behaviour management strategies such as praise and explanation are used effectively. Children understand what is expected of them and behaviour is good.

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?	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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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 (Suitability and safety of premises and equipment)

26/05/2009

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 (Suitability and safety of premises and equipment)

26/05/2009