

Inspection report for early years provision

Unique reference number	EY365898
Inspection date	30/09/2008
Inspector	Sue Vernon / Jan Healy
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 registered in 2007. She lives with her two children, aged 10 and 13, in the Widcombe area of Bath. The whole of the ground floor is used for minding, as well as two upstairs bedrooms and a bathroom and an additional bedroom on the second floor. There is a patio area in the back garden as well as a small yard area and a grassed front garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time. There are currently two children in the early years age group on roll.

Overall effectiveness of the early years provision

The childminder provides a warm and secure environment where children enjoy a caring environment for play. She works with parents in order to ensure she is aware of each child's individual care needs, such as toddlers' sleep routines, and plans effectively how to meet them. Policies and procedures are in place but some are not yet fully developed, for example, the procedure to be followed if there are concerns about child protection issues.

Children are offered an interesting range of activities but the planning and assessment of each child's learning development are new and not yet effectively linked to the Early Years Foundation Stage. The childminder has attended some relevant training in order to further develop her knowledge, for example, of working with babies, but an overall self-evaluation of practice that would identify areas for further development is not yet firmly in place.

What steps need to be taken to improve provision further?

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

- further develop planning, observations and assessments of children's individual learning needs
- further develop reviews of risk assessments to include regular outings and specific details of the home
- further develop child protection awareness and policy to include allegations against adults
- further develop the partnership in learning with parents to support individual learning needs

The leadership and management of the early years provision

The childminder gives time and thought to the service that she provides. She organises her home effectively in order to meet the children's care and play needs. For example, she sets out floor play resources in one room before children arrive,

which makes children feel welcome. Resources are well displayed at child height which supports children's self-selection of play opportunities and builds their confidence. The childminder has just started planning play activities for children. Simple observations and assessments of children's progress have been put in place but are not yet fully linked to the Early Years Foundation Stage, which means children's individual learning progress is not clearly monitored or planned for. Relationships with parents are established through settling-in visits and daily diaries but information sharing in order to build links in the learning journey is not yet established.

Policies and procedures are in place and shared with parents, which supports children's well-being. However, some details of the child protection policy are not in place. Whilst risk assessments are in place in order to support children's safety, they do not hold full details relevant to regular outings and the premises. The childminder has attended some additional training, such as a course on working with babies, in order to develop her skills further. However, formal methods of self-evaluation are not in place, which means there is no visible system for assessing the strengths and weaknesses of the provision.

The quality and standards of the early years provision

The childminder builds close relationships with the children in her care, which ensures that they are relaxed and at ease with her. Toddlers enjoy sharing their small world play with her and relish cuddles when having quiet play or reading familiar story books together. The childminder plans a variety of activities within the childminding day. Children have daily opportunities to explore outdoors in local parks, where toddlers enjoy extending their physical skills by climbing on play units or learning about the world around them as they collect leaves and watch trains from the park bridges. The childminder prepares play areas before children arrive, which helps children find suitable play resources easily at their level. This builds their self-confidence and helps them settle into play smoothly as they separate from their parents/carers. Children enjoy an interesting range of creative play as toddlers try finger painting or mark-making with chunky crayons. Simple children's records are in place but are not yet fully used in order to monitor progress. The childminder ensures all children are included and can access the play opportunities as she ensures toddlers have low level chairs and tables where they can do puzzles or sit together when colouring.

Children's health is supported effectively as the childminder offers them regular drinks and provides a variety of choices for a healthy snack such as grapes and organic biscuits. She works closely with parents and supports any special dietary needs. She also ensures she is aware of any allergies and monitors food carefully, which helps both children and parents feel secure. Children learn about developing sound hygiene routines as they have their own individual towels for hand washing. She provides a clean, warm home and prepares separate sheets in travel cots which are ready for each child's rest time.

Children's welfare is safeguarded because the childminder provides a safe environment. She has identified and reduced possible risks, for example, by the use

of stair gates and cupboard locks. This enables children to play safely as they move between rooms, for example, pushing dolls in buggies. The childminder helps toddlers develop safety awareness, for example, by explaining why they should sit carefully on their low chairs. The childminder works closely with parents in order to be aware of and support each child's needs, for example, toddlers' individual sleep routines. The childminder has a satisfactory awareness of child protection issues, which supports children's well-being. However, the procedures to be followed if allegations are made against adults are not yet in place.

The childminder has a positive approach to managing behaviour. She uses distraction effectively with younger children and discussion with older children. She uses praise to encourage good behaviour which helps toddlers share their toys and enjoy their play. She provides a satisfactory range of play resources that reflect diversity, such as books and dolls. This helps children learn about cultural differences. The childminder involves herself in children's play which encourages their concentration skills effectively, for example, when they have fun posting letters in a wooden post box and retrieving them.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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: Met

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

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

There have been no complaints made to Ofsted since registration.

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.