

Inspection report for early years provision

Unique reference number	EY366043
Inspection date	10/03/2009
Inspector	Diana Pidgeon
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 works in a part-time capacity alongside two other registered minders. The business operates from the home of one of her co-minders. An assistant is also available to work with the children when needed. Children have access to areas on the ground floor only, with toilet facilities provided at that level. There is an enclosed area available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time when working alone and this is increased to 12 when another minder is also present. Currently they care for 11 children between them. Six children are in the early years range and of these, two are in full-time education. Four children are aged eight years or older. The childminder currently works two days a week in a job-share arrangement with one of the co-minders.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and engage in play activities that keep them interested and generally support their learning. Arrangements to safeguard children's welfare are mostly satisfactory, although there are two requirements relating to the childminder's qualifications and risk assessments that are not met. Children's individual needs are recognised and met due to the childminder's good knowledge of the children and the building of effective partnerships with parents. The childminder works effectively with her co-minders to provide continuity in children's care. Some progress has been made since the last inspection, although arrangements to identify and plan for ongoing improvements are not well established.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observational assessment to identify where each child is in their learning and to plan for their future learning needs
- develop the use of evaluation and reflective practice to identify current strengths and priorities for development.

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

- complete the first aid training course so that a current paediatric first aid certificate is held (Suitable people: also applies to both the voluntary and compulsory parts of the Childcare Register) 03/04/2009
- carry out a full risk assessment for each type of outing undertaken (Safeguarding and promoting children's 03/04/2009

welfare)

The leadership and management of the early years provision

The childminder works closely with her two co-minders. They share all of the record keeping systems and work to a set of policies and procedures that ensure consistency within their practice and care arrangements. Records show when each adult is working and evidence that they are deployed to meet their conditions of registration and the children's needs. There is a common sense of purpose between the adults, which helps to ensure children are well cared for and happy. The childminder is working towards an early years qualification. She has a sound knowledge of how to protect children and understands how to implement the safeguarding procedures in the event of any concerns. However, due to missing one session of her first aid course she has not yet completed first aid training and therefore does not hold a current certificate. Arrangements are in place to rectify this in the very near future. As the childminder currently works alongside another minder who holds a certificate the impact on children's safety is minimised. The childminder takes appropriate steps to keep children safe. For example, she fastens young children into highchairs when they are being fed. Risk assessments are generally used to identify and minimise hazards in the home. However, these do not extend to outings. In particular, there is no assessment of routine journeys such as to and from school and the required record is not maintained in order to fully promote children's safety.

The childminder knows the children well and has a good understanding of their needs, interests and abilities. She shares a responsibility for liaising with parents and ensuring that relevant information is exchanged daily. Parents are provided with good information about the service provided through their access to written policies and procedures and displayed notices in the home. They learn about what the children are doing through seeing the planning displayed, having access to their children's records, looking at photographs and regular discussions. The childminder has taken some appropriate steps to make the necessary improvements since the last inspection by attending the required training. She is at the very early stages of evaluating her provision and this is not yet well established to identify the priorities for ongoing improvement.

The quality and standards of the early years provision

Children have access to a wealth of resources that keep them interested and actively involved in their play. They learn about the wider society through using items that reflect other cultures and abilities. With the support of the childminder they build a train track and fit together building blocks to make towers and trains. Young children eagerly manipulate playdough with their hands and learn, with the aid of the childminder, how to roll it and use small cutters. The childminder interacts warmly with the children, providing cuddles for younger toddlers and sitting them on her knee so they are included in activities. Children enjoy posting shapes in sorters and the childminder uses some mathematical language within

their play so that they start to understand numbers and shapes. She supports their emerging language skills by repeating words and phrases and noting as they say new words. The childminder cares for some children who speak English as an additional language and she, along with her co-minders, has ensured resources such as dual language books are available to help children also value their home language. Children move around freely and are able to select what they wish to do from items that are set out at their level in the conservatory, lounge and one end of the kitchen. The childminder works with her co-minders to observe children and to organise the planning based around children's interests. Although there are now a number of comprehensive observations of each child, these are not yet effectively used to clearly identify where children are in their learning, what their next steps might be and to reflect how these will be promoted through the planned activities.

Children's welfare is suitably promoted overall. Appropriate steps are taken to ensure the home is safe and that children can explore safely. Clear and consistent behaviour management strategies are used to ensure young children learn what they should and should not do and this enables them to play well in close proximity to others. For example, the childminder encourages children to share items at the dough table and thanks children when they cooperate so that they know they have done well. Appropriate procedures are in place to promote the health and safety of children. For example, there is a clear evacuation procedure that shows each adult's responsibilities and this is practised with children so that they can be assured it is effective. Children have a balanced range of healthy snacks and meals that include fresh fruit and vegetables. They learn about healthy practices as they wash their hands after playing with messy items such as dough. Children's awareness of the local and wider community is enhanced through outings and the celebration of festivals throughout the year. The childminder takes a lead role in providing and leading creative activities with the children and at times links this to certain celebrations. Planning and photographs of the children at activities demonstrate that a broad curriculum is provided that includes opportunities for children to use modern technology.

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?	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?	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?	3
How well are children helped to enjoy and achieve?	3
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?	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 (Welfare of the children being cared for). 03/04/2009

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 (Welfare of the children being cared for). 03/04/2009

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

There have been no complaints made to Ofsted since the last inspection.

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.