

Inspection report for early years provision

Unique reference number	EY366316
Inspection date	10/09/2008
Inspector	Ann Austen
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 was registered in 2007. She lives with her husband and two children aged six and two years in Northamptonshire. Local amenities are within walking distance. The whole of the ground floor of the childminder's house is used for childminding. Toilet and sleeping facilities are provided on the first floor.

The childminder is registered to care for a maximum of two children on the Early Years Register and two children on the compulsory part of the Childcare Register. She is currently minding two children on the Early Years Register whose times vary.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder creates a welcoming environment and actively promotes many aspects of children's welfare with success to ensure that they are safe and secure. The childminder works hard to foster positive relationships with every child and their parents to ensure that all children's needs are met. Policies and practice are effective and inclusive for those children who attend. Children participate in a variety of activities. However, the range of resources which positively reflect diversity are not always accessible to the children and children have insufficient opportunities to access further resources for themselves as they play. The childminder is currently developing her knowledge and understanding of the learning and development requirements. However, planning is not securely based on observation and assessment. The childminder is pro active in promoting her practice and most required documentation is in place. Systems to identify strengths and areas for improvement in the provision are currently being developed.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the Early Years Foundation Stage learning and development requirements and ensure that observations and assessments are used to identify learning priorities against the early learning goals in order to plan the next steps in the children's learning
- increase opportunities for children to select and use activities and resources independently and ensure that resources which promote and value diversity and differences are accessible to children.

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

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future and obtain information about who has legal contact with the child, and who has parental

03/10/2008

- responsibility for the child
- ensure that a written record of the risk assessment, identifying aspects of the environment, is maintained.

03/10/2008

The leadership and management of the early years provision

The childminder organises a flexible daily routine to ensure that the children's needs are effectively met. As a result children feel at home, interact well and enjoy their time in the childminder's care. Children are provided with good quality resources and play materials which are appropriate to their age and stage of development. The children's care and experience is enhanced by the childminder's commitment to developing her practice, by her attendance at training and her caring and business like approach to childminding. For example, the childminder has attended training courses covering a good range of topics such as child protection, food hygiene and the Early Years Foundation Stage. Systems are currently being developed to continue to reflect and monitor practice.

Children's welfare, care and learning is effectively promoted by a range of well-organised records policies and procedures. Records are stored securely and confidentiality is maintained. However, written permission has not been requested to seek emergency medical advice or treatment and information has not been obtained about who has legal contact and parental responsibility for the child. The childminder regularly checks her home to ensure that hazards are kept to a minimum, however, a written record of the risk assessment is not maintained. Children's welfare is safeguarded by the childminder's good knowledge of local child protection procedures and her understanding of her responsibilities for the children in her care. This ensures that children are well protected and given high priority at all times. The childminder has up-to-date first aid knowledge and clear procedures are in place in the event of accidents, for the administration of medication and if children are unwell.

Relationships with parents are open, friendly and professional. This helps to ensure continuous and consistent care for the children and ensures that parents wishes are respected. A portfolio with written policies and procedures, including the complaints procedure is available to parents. Systems are in place to exchange information about the care of the child and their achievements. For example, the childminder verbally exchanges information, shares a daily written record and photographs of the children participating in the range of activities provided. Parents receive ideas about how to extend and develop their children's learning at home.

The quality and standards of the early years provision

The childminder is currently developing her knowledge of the Early Years Foundation Stage learning and development requirements. Systems have been developed to record observations of each child's achievements and interests against the six areas of learning. However, the childminder does not effectively use these

observations and assessments to identify learning priorities against the early learning goals to plan the next steps in their learning. As a consequence children's learning and progress is potentially compromised. Children are confident in the childminder's care. Relationships are warm and caring, children are developing social awareness and a growing ability to share and be co-operative. However, children do not always have sufficient opportunities to select further resources for themselves, to enable them to initiate their own play and ideas. As the children play the childminder generally listens to and talks to the children about what they are doing. This encourages the children to think and promotes their language development. Children enjoy creative activities, for example, they paint, colour, manipulate dough and enjoy imaginary play. Their physical development is fostered through a range of appropriate activities both inside and outside the home. Children are actively encouraged by the childminder to learn to take some responsibility, for example, they help to tidy away the resources before snack. Children learn about the wider world and their community through planned visits, for example, they visit the zoo and enjoy train journeys which actively broadens children's range of experiences.

Children are cared for in a secure home. They are beginning to learn the importance about keeping safe by responding to guidelines set out by the childminder. For example, children learn what to do in the event of an emergency by practising the fire escape plan. Children have daily opportunities to get fresh air and are able to rest and sleep according to their needs. Their individual dietary needs are acknowledged and met because the childminder takes account of the wishes of parents as she discusses dietary requirements with them. Children enjoy fruit, raw vegetables, sandwiches and take regular drinks. This promotes growth and development and ensures that children are well hydrated and comfortable. The childminder promotes good hygiene practices, for example, children wash their hands with anti-bacterial soap at appropriate times during the day and have individual hand towels to dry their hands. This sustains levels of hygiene and helps to prevent the spread of infection.

Children respond to the childminders appropriate behaviour management strategies that take into account their age and stage of development. They receive praise and encouragement which develops their confidence and self-esteem. This is supported by the childminder who encourages the children to play harmoniously together, for example, to share the resources. The childminder is beginning to help children to appreciate diversity and develop a positive view of society and the wider world. For example, children have opportunities to meet different individuals as they explore the local community. A satisfactory range of resources is provided which positively reflect people of other races, cultures and abilities, however, these are not always easily accessible to the children. As a result children do not have sufficient opportunity to appreciate and value others similarities and differences as they play.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
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?	Good
How well are children safeguarded?	Good

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?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.