

Inspection report for early years provision

Unique reference number	EY367100
Inspection date	30/10/2008
Inspector	Olwen Pulker
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 2008. She lives with her husband and two children aged two and 12 in a village near to Telford, Shropshire. The house is accessed by a step at front and back doors. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of five children when working alone. When co-working with another childminder they are registered to care for a maximum of eight children. There are currently five children attending part-time, four of whom are in the early years age group. The childminder walks to local schools to take and collect children. She attends local carer/toddler groups and takes children to the local library and parks.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage. Children are respected as individuals and the childminder works closely with parents to ensure all children's specific needs are met. Children are settled and relaxed with the childminder, her co-childminder and other children in the home. The setting is effectively organised to enable all the children to be included in activities. The childminder shows a commitment to maintain continued improvement and has addressed points concerning safety issues raised during registration.

What steps need to be taken to improve provision further?

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

- develop an effective system to use observational assessment to inform planning for each child's continuing development through play-based activities, in partnership with other providers and parents
- develop knowledge and understanding of the requirements of the Early Years Foundation Stage in order to continue to organise the setting effectively for children.

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

- carry out a full risk assessment for each type of outing undertaken with children; also obtain information about who has legal contact with the child and who has parental responsibility for the child.

24/11/2008

The leadership and management of the early years provision

The childminder is keen to make improvements and address the strengths and weaknesses of her practice. She regularly reviews her practice with her co-childminder to identify areas for improvement but as yet has not fully developed a formal system for self-evaluation. She takes time to seek out resources, for instance through the use of the internet, developing documentation to promote children's learning and development. She has attended training required to support her registration and plans to attend further short courses, especially those relating to supporting children with learning difficulties, to increase her knowledge and understanding. The childminder is currently working towards a National Vocational Qualification Level 3 in Childcare and Education. She shows a keenness to ensure that she meets all requirements of the Early Years Foundation Stage and a commitment to learning more about what she can do to support children's ongoing development, in partnership with parents and other providers.

Positive relationships exist between the childminder and parents as she involves them in their children's learning; encouraging them to share information about their child's routine and home life and their likes and dislikes, which helps the childminder to meet their individual preferences and needs. A good range of documentation is provided for parents to ensure that they are fully informed about the care provided. They receive daily verbal feedback and detailed written information about activities their children are engaged in each day. These procedures are effective in informing parents of children's progress and how they can support and extend their learning and development. However, the childminder has not yet formed links with daycare providers to share information about children's attainments and agree areas of focus to help them progress further.

Children's welfare is promoted well within the home. The childminder protects children from harm or neglect as she has a good understanding of the Local Safeguarding Children Board's procedures and signs and symptoms of abuse. All adults within the setting have undergone the required vetting procedures which ensures they are suitable to have regular contact with children and further promotes their safety. A full risk assessment of the premises has been completed and daily visual safety checks help to ensure that children are cared for in a safe environment. However, there is no risk assessment of any outings undertaken and details of those with parental responsibility and legal contact have not been recorded to fully meet the specific legal welfare requirement and ensure that children are fully protected.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children are helped to learn how to keep themselves healthy because they have frequent opportunity for both physical and outdoor play activities. Their good health is promoted through a balanced diet of nutritious home-cooked meals and cold snacks including fresh fruit and vegetables. Children learn to keep themselves safe as they follow the 'house rules', reminding others, for example, that outdoor shoes

are not worn in the lounge. They are reminded to use toys and resources with care and are taught road safety on frequent walks.

Play spaces are well planned and arranged to enable children to choose and participate in a wide range of stimulating activities that meet their play and development needs. The childminder ensures that a good range of activities and play equipment are available to meet individual interests and promote equality of opportunity. She has some resources which reflect positive images of diversity.

Children are able to independently access a range of toys and equipment to help them make good progress in their personal, social and communication development. They enjoy looking at books and constructing puzzles, engaging in creative activities and developing their imagination in role play. The childminder provides the children with regular opportunities to visit local community facilities such as play barns and parks, local groups and the library. They also enjoy visits to the cinema and farms. The children have formed strong bonds with the childminder who regularly praises and congratulates them on their progress and achievements to develop their confidence and self-esteem. The children behave well; they share and play companionably together and are mindful of other's feelings.

The childminder has not received any training to inform her of the requirements of the Early Years Foundation Stage and has yet to begin using observational assessments in order to plan to meet young children's individual needs and learning.

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?	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

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.