

Inspection report for early years provision

Unique reference number	EY368441
Inspection date	11/11/2008
Inspector	Georgina Walker
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 children aged three and one. The whole of the ground floor and rear bedroom upstairs in the childminder's home are used for childminding and there is a fully enclosed garden for outside play. There is limited access for those children, parents or carers with a mobility disability. The family has a hamster and tank of fish.

The childminder walks to the local schools and pre-school to take and collect children.

She attends the local parent/carers and toddler group, the local childminder's group and takes children to the local parks. She does not share and/or seek information in partnership with other early years settings at present as the children in the Early Years Foundation Stage (EYFS) age group only attend her service.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for four children at any one time and is currently minding five children, all of whom attend on a part-time basis; two under five all day; one over five and one over eight occasionally before school and after school each day, all day in school holidays; one over eight in school holidays only. The childminder holds an early years childcare qualification. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides an excellent variety of experiences for children in the Early Years Foundation Stage (EYFS). She creates a generally safe and very welcoming environment to ensure all children are included and enjoy their time when in her care. However, safety measures are inconsistent and the planning and observation of children's activities are in the early stages of development. The professional approach the childminder presents contributes successfully to the development of satisfactory relationships between herself and parents and the welfare of the children is considerably enhanced. The childminder has effectively completed a comprehensive self-evaluation of her service, with a range of improvements noted and is booked on training sessions to develop practices within the EYFS to further promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop knowledge of each child's 'starting point' to aid appropriate planning and observations to assist in promoting each individual child's progress and develop the methods of sharing children's development assessments with parents
- develop further the risk assessments to include individual equipment and the emergency evacuation procedures if children are accommodated upstairs.

The leadership and management of the early years provision

The childminder provides a stimulating and welcoming environment for the children with generally good care, education and support. Children's craft work brightens the utility room. The arrangement of the equipment in the playroom ensures children can freely access storage units which leads to using their own initiative to instigate play. The childminder has identified that more knowledge is required to meet EYFS requirements and has booked on training early in 2009. Policies are well written and provided in a folder for parents. Her awareness of Local Safeguarding Children Board (LSCB) procedures is extensive and training is to be attended shortly. Children visit for settling-in sessions to ensure they integrate at their own unique pace. Inclusion and integration of children is enhanced, as sleep patterns and routines are followed. The variety of languages used by the children is acknowledged as welcome words and numerals in four languages, including English, decorate the playroom walls.

Parents are encouraged to share what they know about their child, however the childminder does not seek details which enables a 'starting point' to be assessed. Parents are well informed about their child through a daily diary if they wish. Partnerships with parents are not fully promoted as assessment records are not shared effectively. The childminder is aware to liaise with external agencies or services to ensure children get the support they need if necessary. Risk assessment is generally very thorough. However, these do not include the use of the trampoline and the emergency evacuation procedures do not include actions if children are sleeping upstairs. The use of individual towels and an exclusion policy if children are ill assists in preventing the risk of cross-infection. The childminder is appropriately qualified with a first aid certificate which expires in 2011 and has completed the Introduction to Childminding Practice.

The quality and standards of the early years provision

The childminder supports learning creatively with an interesting range of activities over a four week period. The resources stored in the playroom are very varied and an extensive range of books is stored in the front lounge for easy access by the children. There is planned, purposeful play and exploration, on site and on outings to local parks, castles, art galleries and nature reserves. This leads to a balance of adult-led and child-led activities which is beneficial to the children. A range of development and observation sheets have been trialled but have yet to be shared with parents. Information from observation and assessment is used to ensure that children achieve tasks, but these are not in relation to their starting points and capabilities. Next steps are not fully recorded or planned against the stepping stones to the early learning goals. However, the children receive a very enjoyable experience across the areas of learning.

Children develop a positive awareness of self and their needs. They are learning how to behave and share and are eager to learn in stimulating surroundings. They make decisions, for example, helping themselves to the box labelled 'cars', a

particular favourite. The childminder asks open-ended questions and children learn to communicate effectively. They use sounds within their play and sing happily along to battery operated musical resources. They enjoy gluing and mark-making as they make poppies or Rangoli hand patterns for celebrations planned to enhance children's awareness of the wider world. Children are supported to develop numeracy awareness and words as they count the toy frogs or line up the cars to see which is the 'biggest' or 'smallest'. Children are given many opportunities to use tools with skill and are aware of hazards as they lift out more resources and are encouraged to pack away first. They develop a sense of caring for others and creatures from the natural world as they visit the otter sanctuary or see the hamster in the home. Children are encouraged to be active and healthy, especially at parent and toddler group where they have greater access to a range of climbing resources, developing competent skills of control and manipulation. They are curious to know how things work and eager to try the exciting range of craft activities or feel textures when gluing and painting.

Children's good health and well-being are promoted effectively. The childminder teaches children to behave in ways that are safe for themselves and others. They enjoy the benefits of physical activity walking to school each day in the fresh air. The childminder ensures the menus are very healthy choices of home cooked food. Children enjoy their learning, making progress towards the early learning goals. They make friends and respect each other. The childminder is aware to ensure children make progress in communicating in English when English is a second language. Progress is positive in sound and letter recognition for reading and developing numeracy. Children have yet to extend their experiences to using a computer, in the meantime they use battery operated toys with developing skill.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.