

Inspection report for early years provision

Unique reference number	EY370595
Inspection date	13/05/2009
Inspector	Beverley Blackburn
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 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 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in Corsham, Wiltshire. Minded children use the ground floor of the house. There is a fully enclosed garden. The childminder is registered to care for two children in the early years age group at any one time. She currently cares for four children on a part-time basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder meets the needs of all the children in her care and attends to their individual requirements. She provides a safe and secure environment for the children to play. The childminder has made some improvements since her registration and has plans for further development of the service she provides.

What steps need to be taken to improve provision further?

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

- develop a better understanding of the Early Years Foundation Stage framework in order to monitor the children's progress and achievement to be able to effectively move them on to the next steps in their learning and development
- develop a system so that resources are more accessible and children have the opportunity to make independent choices and also provide positive images that challenge children's thinking and help them to embrace differences in ethnicity, culture and disabilities
- develop a more consistent approach to managing children's behaviour, ensuring children have the opportunities to identify and discuss boundaries so that they understand why they are there and what they are intended to achieve
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review

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

- keep a daily record of the names of the children looked after on the premises and their hours of attendance, ensuring that the arrival and departure times are recorded, in order to ensure the children are appropriately safeguarded (Safeguarding and welfare)

15/06/2009

The leadership and management of the early years provision

The childminder organises her home so that she can provide a suitable learning environment, both indoors and outdoors, where the children can play happily together. She has most of the required documentation in place, which is used appropriately to meet the needs of the children. However, she is not consistent in keeping records of the children's attendance or recording the actual arrival and departure times, which are essential in ensuring children are appropriately safeguarded. The childminder's documents include a complaint procedure; however, there is no system in place for recording complaints and their outcome. The childminder is aware of her role in safeguarding children and her responsibility to keep children safe from harm. She has a secure understanding of child protection issues and her role and responsibilities should there be a concern.

The childminder takes reasonable steps to ensure hazards to children are reduced by carrying out visual checks daily. Her risk assessment is comprehensive and includes assessment of outings and visits. The childminder has made the necessary adjustments to ensure the children's safety at all times.

The childminder has not completed the process for self-evaluation. However, she has identified some areas of development, such as increasing her knowledge of the Early Years Foundation Stage (EYFS), developing her skill to provide challenging learning experiences for the children, especially for the younger age group. She intends to increase her knowledge of child protection in order to be better prepared to safeguard the children in her care effectively, to organise her paperwork more efficiently, and to provide more resources that promote positive images of cultural diversity and disabilities. The childminder has made some improvements to increase the quality of care and education she provides for the children, such as the introduction of observations and assessments of the children's progress.

Communication with parents enables the childminder to provide continuity of care for the children. She seeks the appropriate written permissions and exchanges information daily; for example, parents receive verbal feedback about their child's day. She has started to share the children's observations and progress records with parents in order to encourage them to contribute to their children's learning and development. The childminder has developed a good working relationship with the parents.

The quality and standards of the early years provision

Children enjoy their time with the childminder and are happy and relaxed in her company. They are cared for in a clean home, where good standards of hygiene are maintained. The childminder helps the children to learn about the importance of good hygiene practices, through the daily routine. Children are able to enjoy a range of outdoor activities such as walks, playing in the garden or use of the local park. They are provided with healthy snacks and meals and are encouraged to keep hydrated by regular drinks made available. As a result, children's good health

is maintained and their individual dietary needs are met where appropriate.

Children have access to a suitable balance of adult-led and child-initiated activities that help them to make some progress in the six areas of learning; however, the childminder is not confident with the areas of learning and development and how they are linked to the activities. She has started to keep observations on the children, but is not confident in monitoring their progress and achievements in order to effectively move them on to the next steps in their learning and development. Children can access a range of toys and resources; however, the childminder's system does not always enable them to be independent in their choice of what they play with. In addition, there are insufficient resources available to promote positive images of cultural diversity and disabilities. Children experience a suitable range of activities, such as playing with the train tracks, imaginative play and painting activities, where they have the opportunity to be expressive. They enjoy cooking, listening to stories and nursery rhymes. There is constant conversation with the children, which encourages language development, especially for the younger children. The childminder ensures suitable support is available to all children.

The childminder has a suitable behaviour policy in place, however, she has identified that she needs to be more consistent in her approach to managing children's behaviour in order to help children increase their understanding of acceptable behaviour for themselves and others. She encourages children to share and take turns and say 'please' and 'thank you', and helps them in understanding right from wrong. The childminder is aware of her responsibility to safeguard children and ensure their safety. For example, she teaches children how to be safe on the road and how to evacuate the house safely. The childminder is aware that liaising with other services and providers helps to ensure continuity of care and learning for the children.

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?	3
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?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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