

Inspection report for early years provision

Unique reference number	EY377622
Inspection date	22/12/2008
Inspector	Anne McKay
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 three children, in a suburb of Nottingham. The house is accessible and the whole of the ground floor is used for childminding, with toilet facilities provided upstairs. There is a secure rear garden available for outside play. The childminder is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children at any one time, one of whom can be in the early years age group. The childminder walks to the local school and playgroup to take and collect children. The childminder attends the local parent and toddler group and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are welcomed into the childminder's house; she knows them well as individuals and they develop a sense of belonging through their positive relationships with her. She provides a range of activities and play opportunities across all areas of learning. However, planning and assessment of children's progress is in its early stages. Most aspects of children's welfare are promoted well, however, some aspects of documentation do not fully support consistently good practice. Children are supported well as individuals and are included on an equal basis. The childminder has begun to reflect on her own practice in order to identify her strengths and any weaknesses so that she can plan for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations and use assessment to plan for the next steps in individual children's learning and development
- ensure regular evacuation drills are carried out and details are recorded in a fire log book

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

- ensure the requirements for adult:child ratios are met at all times (Suitable people) 22/12/2008
- ensure risk assessments are recorded and reviewed regularly, including risk assessments for each type of outing (Documentation) 12/01/2009

The leadership and management of the early years provision

The childminder is committed to developing her understanding of the requirements of the Early Years Foundation Stage. She has begun a process of self-evaluation and through examining her practice, has become aware that she has on some occasions exceeded the number of children she is registered to care for aged under five years. She has now updated her procedures to ensure this will not occur again. The childminder intends to access relevant training courses to further develop her existing knowledge and skills.

The childminder liaises closely with parents so she can provide continuity of care for the children. Policies and procedures are well written, accessible and shared openly with parents so they are well informed about the care provided by the childminder and about her business practices. She shares information responsibly about children's welfare and learning through a verbal exchange of information each day and through daily diaries. She has established a two-way flow of communication between herself and the schools attended by children she cares for so information can be shared about children's progress and welfare.

The childminder balances her attention well between the children in her care and organises activities and toys according to their likes and dislikes, ensuring no child is left out. She has a good understanding of how to support children with learning difficulties and/or disabilities. The childminder has a sound knowledge of safeguarding children procedures and understands how to implement these to protect children. She generally provides a safe environment for children through assessing and minimising potential risks to children both at home and on outings. However, the risk assessments are not recorded so it is difficult for children's safety to be reviewed. Documentation is generally in good order. Essential information to enable the childminder to meet individual children's needs is recorded and kept up-to-date.

The quality and standards of the early years provision

Children are secure in the care of the childminder so they settle to play and learn with confidence. They enjoy their play and are well supported by the childminder who is skilled in helping them to learn through their play. For example, children taking part in a baking activity learn about weighing and measuring as well as enjoying making and eating the biscuits. A young child spends time playing with a shape sorter and the childminder counts the pieces and names the shapes and colours as she demonstrates to him how to play with the toy. The childminder supports children's language and social skills effectively through positive interactions both verbally and non-verbally, listening to children and encouraging them to communicate. Children play freely, initiating their own play and choosing from the good range of toys set out for them; they also join in adult-led activities such as art and craft. These activities are successfully adapted to include children of different ages and abilities at the same time. Although the childminder provides activities that cover each area of learning and development this is not actively planned; she is not yet systematically using observations and assessments to plan

for individual children's progress towards the early learning goals.

Children learn to behave well through a calm and consistent approach by the childminder. They learn about wider society through discussions with the childminder who takes time to listen to them and to answer their questions. She also provides them with a range of resources to play with that reflect diversity to help them learn about the world around them and to explore aspects of their identity. Children are kept safe from accidents but do not practice the evacuation procedure so they have not learned what to do in an emergency. Children's health is promoted through meals that are balanced and nutritious and through plenty of fresh air and exercise. They play in the garden, at the local park and go for nature walks; they collect resources for art and craft activities, such as acorns to make Christmas decorations and they learn about the weather and changing seasons.

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?	2
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?	2
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?	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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect [this also applies to the voluntary part of the Childcare Register]

12/01/2009

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:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register [this also applies to the compulsory part of the Childcare Register]

12/01/2009

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 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.