

Inspection report for early years provision

Unique reference number	EY378563
Inspection date	17/02/2009
Inspector	Andrea Ewer
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 is registered in 2008 and is registered on the Early Years Register and the compulsory part of Childcare Register to care for a total of five children up to the age of eight years. She is currently caring for four children in the Early Years age range and five older children.

The childminder lives with her husband and one child aged two years in Kettering, Northamptonshire. Care is provided throughout the whole house and children share access to the fully enclosed garden for outdoor play. The childminder walks to the local school to take and collect children. She regularly attends parent and toddler groups and takes children to the local park.

The childminder holds a certificate in Early Years Childcare and Education at Level 3 and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a homely environment where their welfare, learning and development are generally promoted well. The childminder provides a suitable range of activities that meet children's play and development needs, however, not all children are fully included. Satisfactory partnerships with parents ensure information about children is shared regularly to promote consistent care. Some use is made of self-evaluation to identify strengths and priorities for improvement and the written risk assessment identifies potential hazards, however, they are not sufficiently robust to fully promote outcomes for children successfully.

What steps need to be taken to improve provision further?

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

- develop the written risk assessment to include anything with which a child may come into contact with, ensure it is dated and reviewed at least once a year or following an incident
- ensure observation and assessment records are dated to show children's progress towards the early learning goals and link them to the development matters as set out in the Early Years Foundation Stage learning and development guidelines; use information from observations to plan appropriate play and learning experiences based on individual children's interests and needs
- plan and organise systems to meet the needs of each child by ensuring the care of older children does not adversely affect the care of children receiving early years provision.

The leadership and management of the early years provision

Overall children are well safeguarded. The childminder has a sound understanding of the signs and symptoms of child abuse and her role in protecting children from harm or neglect. She has carried out a written risk assessment that includes indoors and outdoors, however, it is not dated to ensure reviews are carried out least once each year. Additionally, although generally effective measures are in place that promote children's safety, some resources are potentially dangerous to younger children.

Accurate records required for the safe and efficient management of the setting are in place, including written consent to seek emergency medical advice or treatment, accident and medicine records. Written policies and procedures that are shared with parents and carers, inform them of what they can expect. For example, the written behaviour management policy explains how children's behaviour is managed and the complaints procedure informs parents and carers how to make a complaint.

The childminder continues to attend training to keep up-to-date with current practice and build on her professional skills. Since registering as a childminder, she has attended training in 'Understanding Children's Behaviour - What Babies Can Tell Us', 'Good Role Modelling' and 'Creative Music'. Some use of self-evaluation is made to improve outcomes for children and includes parents and carers views which are obtained during discussion and through questionnaires, however, it is not sufficiently robust to identify all priorities for development.

The childminder has friendly relationships with parents and carers. They share information about children each day, both verbally and in writing through the use of daily diaries. Information about children is obtained at the start of childminding arrangements, which supports the childminder to provide consistent care and records of children's achievements are shared with parents and carers regularly. This helps them start to become involved in their child's care and learning. The childminder understands the importance of developing partnerships with other professionals delivering the Early Years Foundation Stage to children in her care.

The quality and standards of the early years provision

Children are settled with the childminder and their welfare is promoted satisfactorily. Space is well-organised and allows children to move around freely which supports them in becoming independent. They readily access the stimulating range of resources, that meets their learning and development needs, from the living room and conservatory. Although children enjoy participating in the activities provided, at times the care of older children means that children in the early years age range are not always fully included. Children's good health is promoted well. They have regular opportunities for fresh air and start to develop simple good hygiene practices as part of daily routines. The childminder holds an up-to-date paediatric first aid qualification and has a well-stocked first aid kit which ensures appropriate care is given in the event of minor accidents or illness.

The childminder informally plans some activities around the six areas of learning and has started to record observations of what children can do. They are not yet fully developed to show children's progress, do not identify the next steps in children's development and are not used to plan for individual children. Children do, however, purposefully engage in most of the activities provided. They wander around happily shaking the musical instruments and move the cars around the multi storey car park. Children look at books for enjoyment and listen intently, pointing to the pictures when the childminder reads to them. They regularly visit story sessions at the local library and groups for children under five years where they engage in a wider range of activities and learn to mix within larger groups. Records show children thoroughly enjoy visiting the fire station where they handle the equipment, explore the fire engine and learn about the job of a fire fighter. Children respond well to the effective strategies used to manage their behaviour that take account of their age and level of maturity. For example, the childminder distracts younger children from unwanted behaviour and uses explanation, such as gently reminding them that they need to share, with older children. As a result, they are well behaved and start to learn right from wrong. Children start to appreciate our similarities and differences as they have regular access to a suitable range of resources that shows positive images of diversity.

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?	3
How well are children helped to enjoy and achieve?	3
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

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

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 the last inspection.

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.