

Inspection report for early years provision

Unique reference number	EY389108
Inspection date	03/08/2009
Inspector	Shirley Ann Jackson
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 was registered in 2009. The childminder lives in a three bedroom detached house in Huntley, near Gloucester. She shares her home with her husband and their two children aged four and one year. The whole house is used for minding. Main care takes place on the ground floor which consists of a lounge, kitchen/dining room and downstairs cloakroom. A garden is available for outdoor play. The family have a dog and a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age group. She may also care for children aged five years and over. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll aged from 11 months to four years.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder recognises the uniqueness of each child and manages their care needs effectively. She promotes most aspects of the children's welfare with success. This helps to ensure that every child is suitably supported. All children are making sound progress in their learning and development. The childminder has positive working relationships with parents and recognises their role as central to their child's well-being. The childminder has started to evaluate her practice to identify strengths and areas for development within her provision.

What steps need to be taken to improve provision further?

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

- promote children's awareness of diversity, and help to make families feel welcome, by promoting a positive attitude to disability, ethnicity, cultural and social diversity
- build links with other providers offering the Early Years Foundation Stage, as well as parents, to regularly share the children's development and learning records, identify needs and provide the best learning opportunities for children.
- continue to ensure flexibility in planning, keeping a focus on children's individual and present learning needs, interests and achievements

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

- carry out a full risk assessment for each type of outing. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare)

04/08/2009

The leadership and management of the early years provision

The childminder organises the available space within her home effectively to give children some choice in their play and learning. Children are able to move freely around the main rooms which the childminder uses for care. A range of good quality and suitable resources are stored in baskets in the lounge. The childminder's flexible daily routines allow children to experience a varied range of activities in the home and in the wider community.

The childminder has produced some written policies and procedures which are used effectively to promote most aspects of children's welfare. A thorough risk assessment has been carried out by the childminder to cover her home and garden. Risk assessments have been carried out for some, but not all outings which the childminder undertakes with the children. All other required documentation is in place, is well maintained and is stored confidentially but within easy access. Children are safeguarded as the childminder has a sound knowledge of the indicators of abuse and neglect. She is aware of the procedure to follow if she has any concerns about a child in her care. The childminder takes positive steps to promote children's health and well-being. She holds a current first aid certificate, a first aid box is readily accessible and all accidents are appropriately recorded and the details shared with parents. The childminder informs parents of the importance of keeping sick children at home to help prevent the spread of infection. The childminder has a small range of toys and resources which begin to raise children's awareness of diversity. However, children see few positive images throughout the provision promoting disability and ethnicity and helping to make all families feel welcomed and valued.

The childminder builds positive working relationships with parents. When parents first approach the childminder she shares her childminding folder with them. This contains some personal information, her policies and procedures and an outline of what is offered. When care begins the childminder completes daily sheets outlining what children have done and what sort of day they have had and shares informal feedback at the end of each day. The childminder completes observation and assessment records for each child, but parents are not encouraged to contribute to these. Parents have given letters of support to the childminder, praising her for the care she gives to their children. The childminder has built friendly relationships with other registered settings, but they are not yet involving one another in the sharing of children's development and learning records in order to identify the individual needs and provide the best learning opportunities for children. The childminder has started to evaluate her practice, but this is in its infancy.

The quality and standards of the early years provision

Children settle well in the childminder's home and are comfortable in her company. They are actively involved in the suitable range of activities and resources offered to them. Over time, these activities and experiences cover all areas of learning.

The childminder is ready to become involved in their play if children want or she is happy to let them take the lead. Children can choose what they want to play with from the range which is available in the lounge, building their independence and giving them choice in their play and learning. The childminder is observing and assessing where children are in their learning and this is supported by photographs and examples of their work. She is beginning to identify the next steps in children's learning and is starting to use this to plan for each individual child. As she uses the Early Years Foundation Stage she is becoming more confident in her ability to offer suitable, quality learning experiences to the children.

Young children sustain a healthy emotional attachment through a familiar, trusting relationship with the childminder. This helps them to feel safe and secure and to explore from this base. Young children respond to a small number of boundaries with encouragement and support. Early communication skills are promoted as young children take pleasure in making a variety of noises and the childminder responds positively to these. Children have opportunities to develop a love of books as the childminder reads to the children and a range of regularly changed books are easily accessible. Young children show curiosity and interest in things that are built up and fall down, such as, towers of plastic bricks. Older children have opportunities to join construction pieces together to build and balance. Children's creativity and imagination are fostered through singing, making musical instruments, using craft materials and playing with small world toys. They learn about the natural world as they enjoy trips to Slimbridge Wildfowl Trust.

Children learn about the importance of a healthy lifestyle. Parents provide meals for their children, ensuring they enjoy their own, familiar food. This is stored appropriately by the childminder to ensure it stays fresh. The childminder provides a healthy range of snacks for the children and they are encouraged to think about which food items are healthy and which are not through planned activities. Children have daily opportunities to play outside in the fresh air. They visit a nearby play park to play on the equipment or play in the childminder's garden. Children begin to learn how to keep themselves safe as they regularly practice emergency evacuation drills.

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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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