

Inspection report for early years provision

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| Unique reference number | 142635 |
| Inspection date | 15/06/2009 |
| Inspector | Bridget Copson |

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| Type of setting | Childminder |
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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 1995. She lives with her partner and four sons, aged 18, 15, 14 and seven years in Yeovil, Somerset. The whole of the house is available for childminding including use of the sitting room, dining room and kitchen on the ground floor and toilet and sleeping facilities on the first floor. There is a fully enclosed garden available for outdoor play. The family have four pet cats to which the children have supervised access.

The childminder is registered to care for a maximum of five children under eight, three of whom may be in the early years age group. She is currently minding three children in the early years age group. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's individual needs are met appropriately, although their learning and development is not planned or promoted individually. They are included fairly and their interests are promoted. As a result, they are making suitable progress through the Early Years Foundation Stage. The childminder has made improvements to the quality of care she provides and to promote outcomes for children. However, the systems of evaluating her provision are not effective in identifying all areas for improvement in children's care and learning and to ensure all requirements are being met.

What steps need to be taken to improve provision further?

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

- use observational assessments to identify learning priorities for all children to promote their next steps of development
- promote children's learning on an individual basis through providing realistic challenges to encourage them to develop to their full potential in all areas of learning
- develop a system for evaluating the quality of care and learning to ensure all requirements are being met and weaknesses identified and addressed in all aspects of the provision.

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

- carry out a full risk assessments for each type of outing, stating when it was carried out (Safeguarding and welfare).

13/07/2009

The leadership and management of the early years provision

The childminder uses policies, procedures and records to support her in meeting children's needs. She maintains a safe and secure environment within her home through completing annual risk assessments and monthly checklists. Risk assessments are also completed for each type of outing, but do not always identify the potential risks to children and do not state when they were carried out. This is a breach of a requirement. She has a suitable knowledge of safeguarding issues to support her in protecting children.

The childminder has some systems for monitoring the quality of her provision. However, these are not reflective and, therefore, do not identify aspects for improvement and what impact this will have on children. She has attended some training to update her knowledge and skills since her last inspection and to develop a secure knowledge of the Early Years Foundation Stage framework. She prepares her home for children's arrival and dedicates her time to supervising and supporting them to ensure they feel secure.

Children benefit from the sound partnerships established with parents. The childminder provides parents with policies and procedures for most aspects of her provision to support them in making an informed choice. Parents provide information relating to their child's care and agreements are made to ensure consistency. Parents are kept informed through daily discussion and some verbal links have been established with one of the playschools a child attends for consistency.

The quality and standards of the early years provision

Children are provided with a range of well-maintained and age appropriate play provision, both indoors and outside to support most areas of their learning and development. Toys are stored on low level shelves in labelled boxes to promote independent play. Children's learning is not planned on an individual level to encourage development in all areas of their learning. Instead, the childminder organises regular activities within the town each week, such as, three toddler group sessions, walks and trips to the Rug Rats indoor soft play centre. At home, most activities are child led to allow children to choose according to their interests and preferences. The childminder carries out some observational assessment to monitor children's progress each month. However, this system does not provide a clear reflection of all children's stage of development and information is not used to identify learning priorities to promote their next steps of development.

Children are happy and settled in the childminder's care, choosing and moving about freely and independently. Children communicate confidently in their play and discussing home news. They listen well to the childminder and respond to her requests. Children have some opportunities to learn about numbers and to count, but have less opportunities to problem solve. They use their imaginations in role play, small world activities and creative play in which they use different media and materials to create. Children behave well and show positive attitudes and good

manners. The childminder provides encouragement and praise and interacts with enthusiasm to promote children's self-esteem and confidence.

Children's welfare is safeguarded appropriately by the childminder. She ensures they are safe and secure in her care which allows them to move about freely and safely in her home. Children learn about keeping safe at home and on outings through discussion and practicing the fire evacuation procedures. Their health is promoted suitably through the provision of a clean and hygienic environment and regular drinks. Parents provide all meals and snacks, but these are not stored appropriately to further promote good health. Children use small and large scale equipment in the garden, walk locally and visit indoor the local soft play to promote their physical development and fitness.

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

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| 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

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| 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

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| 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? | 2 |
| 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

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