

Inspection report for early years provision

Unique reference number	EY381429
Inspection date	20/05/2009
Inspector	Dianne Andrews

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 2008. She lives with her adult son and one child aged ten years, in the city of Hereford. The whole of the property is used for childminding with the exception of bedroom two on the first floor and there is a fully enclosed garden for outside play. There is a ground floor cloakroom and the property is accessed over the front door step. There are shops and schools within easy walking or driving distance.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children at any one time and currently has four children on roll. The childminder has a dog.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare, learning and development are adequately promoted as the childminder provides a welcoming, inclusive, family environment and access to a range of interesting activities. She is beginning to use systems to demonstrate some children's achievements but is not using them effectively to plan for progression. The childminder is fully aware of each child's individual care needs and through discussions with parents she establishes friendly and supportive relationships. Most of the required documentation is in place although procedures are not made consistently available to parents. The childminder shows a commitment to ongoing improvement but has yet to develop systems for self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the systems for self evaluation to identify strengths and prioritise development that will improve the quality of the provision for all children
- expand the risk assessment of the premises and activities to include all aspects that a child may come into contact with
- consider how information will be shared with other settings delivering the Early Years Foundation Stage for children that attend

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

- provide parents with complaints information that includes details for contacting Ofsted (Safeguarding and promoting children's welfare) (also applies to the Childcare Register) 05/06/2009
- ensure all children are supported in their progress towards the early learning goals in all areas of 05/06/2009

learning by making systematic observations and assessments of every child's achievements, interests and learning styles and use the information to identify learning priorities and plan for the next steps in their learning(Early learning goals)

The leadership and management of the early years provision

The childminder has accessed relevant training opportunities to support her registration and her understanding of the Early Years Foundation Stage and is keen to develop her knowledge through attendance at further training. She recognises some weaknesses in her practice but has yet to develop a system for evaluating her strengths and weaknesses in order to fully promote continuous improvement and the best outcomes for children.

The childminder works closely with parents to meet children's individual needs, encouraging a two-way exchange of information through daily discussions. However, partnerships with other settings that children attend are not yet developed to promote continuity and consistency for individual children. The childminder has developed a range of policies and procedures available to underpin her practice, but has not made them accessible to all parents and subsequently they are not fully aware of how the provision operates and in particular do not know how to make a complaint. Children's records are up-to-date, easily accessible and stored securely to ensure confidentiality is maintained.

The home is bright and welcoming and the suitable range of toys and equipment are checked regularly to ensure they are safe for children to use. The childminder supports children's play effectively offering appropriate supervision to help keep children safe. Risk assessments in place are particularly detailed with regards to outings children may participate in, however, they lack specific detail in relation to all activities and equipment that a child can access.

The childminder has an appropriate understanding of her responsibilities in relation to child protection and is aware of the procedures to follow should a concern arise. She encourages parents to inform her of children's existing injuries and keeps a written record.

The quality and standards of the early years provision

Children are becoming aware of how to keep themselves safe and healthy. They access drinks regularly from age-appropriate cups and children who are reticent to drink are gently encouraged by the childminder. They enjoy a suitable range of snacks such as fresh and dried fruit and are supported to learn basic personal hygiene routines. As children go for walks in the locality they learn about road safety and in the home the childminder supports them to use equipment and toys in a safe manner. Babies and toddlers explore their environment confidently and readily approach the childminder for reassurance, demonstrating that they feel

safe and secure.

Warm and caring relationships between the childminder and children are evident. Children are valued and are helped to feel good about themselves as the childminder frequently provides positive support, praise and encouragement for their efforts. They are encouraged to be kind to one another as they share the resources and through this they learn to take other's needs into account. They develop an understanding about the wider world through specific television programmes; they copy some basic Makaton sign language and discuss why this is used by some people to enable them to communicate.

Children take part in an interesting range of activities provided by the childminder. They visit the farm and the cattle market to harness their interest in animals. The childminder uses resources, such as the internet, effectively to help her plan innovative experiences such as the tactile exploration of spaghetti, baked beans and gloop. Photographs and anecdotes of children's achievements are interesting for parents to see and show how the children develop. However, the childminder has yet to use these most effectively to plan for the next stages in children's learning and she does not carry out observations for all children in her care, thus potentially compromising some children's development.

Children show a positive disposition to learning as they marvel at the colours left on their fingers when using finger paints and as they make marks with chalks on the paving slabs in the garden, drawing circles to represent faces. They play actively in the garden propelling wheeled toys and digging in the sand. They count the beakers they are stacking and sort toys into boxes as they clear away, developing their skills in problem solving. Children's language is developing well as they make animal noises while playing with familiar farm figures and repeat simple words offered by the childminder while using a play telephone. Play spaces are organised effectively with low storage boxes and shelving. This enables all children to make their own decisions about their play and develops their independence well.

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:

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:

- take action as specified in the early years section of the report (Providing information to parents).

05/06/2009