

Inspection report for early years provision

Unique reference number	EY390404
Inspection date	11/08/2009
Inspector	Michelle Tuck
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 registered in 2009 and lives with her father and mother in the Chickerell area of Weymouth, Dorset. The accommodation available for childminding includes use of the sitting room, kitchen with dining area as well as her own bedroom for a sleeping child and a bathroom on the first floor. There is a garden for outdoor play. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age group. There are currently 11 children on roll, of which nine are in the early years age group. She works with her mother who is also a registered childminder from the same address.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are welcomed into the home and settle quickly. The childminder has a sound awareness of each child's needs to ensure these are met and has introduced some appropriate systems to monitor children's progress. In general children's safety is promoted and their ongoing health is supported well. The childminder has not yet established any form of self-evaluation to allow her to continue to develop and improve her own practices.

What steps need to be taken to improve provision further?

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

- obtain written parental consent from all parents to seek emergency medical advice or treatment if necessary
- assign a key person to each child
- implement a procedure for self-evaluation to ensure strengths and areas for development are identified and steps are taken to improve the outcomes for children
- continue to develop the procedure for monitoring children's learning and development, to help plan activities which will support children's learning in all six areas.

The leadership and management of the early years provision

The childminder is generally well organised and manages daily routines effectively to ensure that children's individual needs are met and that they feel happy and settled. Documentation used to support children's ongoing health is implemented well and the childminder ensures she has a first aid qualification and access to first aid resources to enable her to deal with any minor emergencies. However, not all parents have given written permission for the childminder to seek emergency medical advice or treatment if necessary. Children are well supervised, which helps

to ensure their safety, and regular risk assessments are carried out to ensure action is always taken to minimise potential hazards. The childminder has an adequate awareness of child protection issues to promote children's welfare. She has developed a policy, which is shared with parents to ensure they are fully aware of her role and responsibilities.

The childminder has developed effective partnerships with parents. They enjoy the opportunity to exchange information through informal discussions at the beginning and end of each day and are encouraged to participate in a settling in period, to help the childminder and child to get to know one another. However at present children are not assigned a key person to help improve this relationship building further. Parents are asked to supply information about their child's individual needs and interests which helps to ensure consistency. The childminder has completed training prior to commencing her role and is developing a sound understanding of the Early Years Foundation Stage (EYFS) to ensure she is meeting all the requirements. The childminder has not developed a system yet to evaluate her own practice, to ensure continuous improvement for children.

The quality and standards of the early years provision

Children are developing close relationships with the childminder and her co-worker. Children appear happy and settled in the childminder's home, and enjoy interaction with the childminder and one another. The childminder promotes children's language development as she plays along with them, discussing what they have made with the play dough and counting the items with them, helping the children to gain an increasing understanding of number value and order as they play happily. Children learn about health and safety through the daily routines, for example, they participate in practising the emergency evacuation procedures to ensure they are familiar in the event of an incident occurring.

Children use an adequate range of toys and equipment which are appropriate to their age and stage of development such as jigsaw puzzles, musical toys and role play equipment. They also have opportunities to use resources and equipment which increase their awareness and understanding of the wider world. Toys are well organised to allow children to make choices helping them to gain confidence and develop their independence. Space is available to allow them to play safely and freely, and a good emphasis is placed on respecting individual routines and parents' wishes. The childminder is fully involved with the children as they play, she uses language and facial expressions to praise and encourage children for their achievements, raising their self-esteem and making them feel included. Children have a strong sense of belonging as they have their photograph displayed by their individual peg and they can all contribute to the diary of Holiday Harry the bear when they take him on holiday with them.

The childminder has a satisfactory understanding of how the children are progressing and makes some written observations as children participate in activities. Links are made to the area of learning and next steps are planned for each child.

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