

Inspection report for early years provision

Unique reference number	EY362498
Inspection date	15/01/2009
Inspector	Sara Jane Frost
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 was registered in 2007. She lives with her husband and two children in the Higher Compton area of Plymouth. The whole of the ground floor of the house is used for childminding; in addition children have access to the bathroom and two bedrooms on the first floor and an enclosed garden. The house is accessible via four steps to the front door.

The childminder is registered to care for up to four children at any one time and is currently minding two children under five. She also offers care to children aged five years to 11 years after school and occasionally during school holidays. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides an environment where each child is supported well and all are making good progress in their learning and development. All children are provided with and take part in a variety of stimulating activities. The good relationship established between the childminder and parents ensures children's individual needs are identified and met. The childminder has recently begun to reflect on her practice and has identified areas for future development. The childminder shows commitment to improve.

What steps need to be taken to improve provision further?

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

- continue to develop children's observations, use to identify and plan for the next steps in their learning and share with parents
- further develop links with other providers of the EYFS in order to fully support children in their learning and development.
- further develop the system of recording risk assessment to ensure it is sufficiently comprehensive and evidences how it is regularly reviewed

The leadership and management of the early years provision

The childminder's home is well organised enabling children to move safely and freely between rooms. Children are kept safe as the childminder gives appropriate attention to identifying risks within her home and on outings. Older more able children are encouraged to take an active role in identifying risks to help them understand how to keep safe. However, risk assessments are not formally recorded in an organised way to ensure all areas are included. Children are safeguarded as the childminder is vigilant in her supervision. For example, she tries to arrange for any work to be conducted on her home when minded children are not present, therefore ensuring children are protected from unvetted persons.

The childminder has begun to formally review her practice and has identified some areas to develop such as, to become more familiar with the Early Years Foundation Stage. She has completed all training courses required within six months of being registered and effectively uses the knowledge gained to promote the childminding services she provides.

The consistencies in children's routines and ensuring their individual needs are well met are addressed by the childminder. She ensures parents are kept fully informed of their child's day through various means, such as text, verbal discussions and by use of a daily diary. The notice board displayed in the hallway provides parents with a full menu of meals provided for the week.

However, systems such as, sharing information and the development of children's observations to plan their next steps of progress are not entirely in place; or used effectively, to enable parents and other practitioners to become fully involved in the children's learning and development.

The quality and standards of the early years provision

Children are happy, content and confident in the care of the childminder. They have developed a warm and affectionate relationship both with the childminder and other members of her family. The childminder is attentive towards the children and provides a varying array of resources and activities to ensure children are fully occupied. She clearly knows the children well and plans activities to ensure each child can develop and progress according to their individual needs. For example, by providing a range of interesting playthings from imaginative play to table top activities the childminder is able to engage children in conversation and introduce a range of vocabulary. Good techniques, from clear questioning and repetition of key words, provide young children with the opportunity to further build on their communication skills.

Children's coordination skills are promoted during play as they point to various parts of their body, manipulate shapes to place in the sorter, twist dials and press various buttons on interactive toys. Children's self-esteem is promoted by the childminder's support, the amount of encouragement and plenty of praise they receive. Their independence is developed as the children are able to freely choose from the range of playthings they can easily access.

Children's social skills are developed as they sit together at the table to eat snack and main meals. Children are provided with a range of balanced nutritional meals. To ensure children remain hydrated throughout their time at the childminder's they are provided with plastic water bottles, which they easily and readily access.

Children have daily opportunities to access fresh air as they walk home from school. In addition they access a range of activities to develop their physical skills as they attend local play parks and activities at the Sure Start Centre. Children gain a good understanding of keeping safe as they learn about road safety and regularly participate in emergency evacuation procedures.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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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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 registration

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.