

Inspection report for early years provision

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| Unique reference number | EY302370 |
| Inspection date | 26/11/2008 |
| Inspector | Karen Louise Prager |

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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 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 2005 and works in partnership with his wife, also a registered childminder. He lives with his wife and three children, two of school age and an adult at college in Abbeymeads in Swindon, Wiltshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a rabbit housed in the garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time on his own. When working with another childminder at the above premises, may care for no more than 12 children under eight years. He currently minds six children in the early years age range with his wife, three of whom attend on a part-time basis. The childminder also cares for older children.

Overall effectiveness of the early years provision

The childminder promotes children's welfare with success, ensuring that they are safe and secure. Most children are well engaged in activities, although limited assessment and planning means that the learning needs of the children are not always identified. There is a close working partnership with parents, which ensures they are kept informed of their child's care and learning. The childminder has begun to review and evaluate his practice to identify key strengths and areas for development but systems are not yet sufficiently robust to ensure that all gaps in his provision are recognised.

What steps need to be taken to improve provision further?

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

- ensure the needs of younger children are not adversely affected by the older children
- continue to analyse and review what you know about each child's development and learning to enable effective planning of their next steps
- develop the outdoor learning environment to increase the frequency of use and to enable children to encounter all areas of learning

The leadership and management of the early years provision

The childminder's home is sufficiently well organised to help children have some opportunities to become independent, for example toys and books are easily accessible in the playroom. Flexible daily routines allow children to experience a varied range of activities in the home and to develop their knowledge of the wider

community. Overall records, policies and procedures effectively promote the welfare and development of children although there are no methods in place to monitor whether what is provided for them is sufficient. For example, children do not always make sufficient progress in learning because assessment and planning is not fully established which means children do not always build on what they already know and can do. This means that planning for the children's next steps of learning is not effective.

The childminder is committed to ensuring his service is inclusive for families. There are good aspects to the partnership with parents. The childminder has a positive approach to settling children in and has developed a useful pack to share with parents when their child starts, which includes policies and procedures. They receive useful information about their children's ongoing care, through feedback at the end of the day. The childminder seeks to maintain positive relationships with parents and seeks their views about his service. The childminder has a display board for parents where he displays, for example, photos of past activities and some current planning. The childminder is beginning to establish a dialogue with other carers of the children who also deliver the Early Years Foundation Stage (EYFS) to help maintain continuity of development.

The quality and standards of the early years provision

Through adult support children make satisfactory progress overall in their learning and development. All children are settled in the childminder's care and move around with confidence. They enjoy their time with the childminder and many of the experiences he offers them, such as connecting train carriages and building bridges are engaging and appropriate for their level of development. The childminder interacts well with the children and hence promotes their self-confidence. However, younger children are sometimes overlooked as the childminder plays with the older children. The childminder has started to implement the Early Years Foundation Stage. Observations and assessments of the children and planning of activities are in the early stages of development. Consequently, not all areas are fully developed and children progress slowly. However, the childminder understands the value of play and is seeking to extend his knowledge of child development through regular training and discussion with more experienced practitioners.

The organisation of the childminder's home provides children with opportunities to become independent. It is equipped with quality resources, some of which are easily available in a low storage unit. Further toys and resources are supplied by the childminder periodically. As children get more familiar with the wider selection of toys, they are able to request toys for themselves. A cosy sensory room is also available where children explore lights and textures and rest in the darkened space. The childminder enables children to play outside in the enclosed garden for parts of the year where they have access to a variety of toys, though provision is not monitored to ensure all six areas of learning are provided for sufficiently. The childminder organises a flexible daily routine, so that children can take part in a range of activities indoors and outings into the wider community. For example, children enjoy going to the local parks and shops. This provides frequent

opportunities to learn about the features of their local environment and the wider community.

An appropriate behaviour management policy is in place. The childminder encourages appropriate behaviour amongst the children, for example by explaining they will need to sit a little longer until all children have finished eating. The premises are safe and suitable for use by minded children and the property is well maintained. The childminder has an effective risk assessment for indoors and has been mindful of risks that could be present to children. For example, a stair gate is in position at the bottom of the stairs and sockets are covered. Children also start to learn to keep themselves safe when they are taught how to be safe on roads or if needing to evacuate the premises.

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. | 2 |

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? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 3 |
| 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? | 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

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

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.