

Inspection report for early years provision

Unique reference number	EY374036
Inspection date	01/10/2008
Inspector	Margaret Davie
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 2008. She lives with her husband and three year old child in Caversham, Berkshire. The whole of the ground floor, as well as an upstairs bathroom and bedroom are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register as well as on the compulsory and voluntary part of the Childcare Register. She is registered to provide care for no more than five children under eight years. Of these, not more than two may be in the early years age group. She offers care on a daily basis and currently has two children under eight on roll. One is in the early years age group and one, who is only minded in out of school hours, is in the compulsory childcare age range. The childminder drives to local schools to take and collect children and attends the local parent and toddler group. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder recognises each child's uniqueness and focuses her support on their individual needs. She establishes good partnerships with parents and has drawn up effective policies and procedures to support children's care and learning. This ensures she provides an inclusive environment in which children are happy and settled. Satisfactory steps are taken to evaluate the provision and plan for future improvements. Children make appropriate progress toward the early learning goals and are provided with a range of experiences to promote their overall development.

What steps need to be taken to improve provision further?

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

- continue to improve understanding of the Early Learning Goals to provide a balanced range of activities in all areas of learning
- continue to develop assessment records to identify and record children's next steps in learning
- make the loose bricks in the garden safe or inaccessible

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

- ensure a record is kept of the risk assessment undertaken for each type of outing (documentation) 17/10/2008

The leadership and management of the early years provision

The childminder organises her policies, procedures and records well. This ensures that the needs of all children are met. For example, individual health and dietary requirements are discussed with parents and recorded for future reference. Children's welfare is protected through a good range of written policies and procedures. These include safeguarding, equality of opportunity and complaints. Her premises are well organised to encourage children to develop independence in their care and learning.

The childminder provides an inclusive environment for all children. She limits the number of children she minds in order to give each child individual attention in a happy and supportive environment. She identifies areas for improvement in her knowledge and provision, such as developing a more in depth understanding of the Early Learning Goals and how this can be used to identify children's individual next steps in learning.

The childminder establishes effective links with parents and other providers to promote children's welfare. Parents are given a welcome pack which contains full information about the setting and kept fully informed about their child's care. A daily diary is completed for each child and supplemented by verbal feedback at the end of each day.

Children's welfare is safeguarded. The childminder has a clear understanding of the procedures to be followed should she have a concern about a child in her care. Children's health is well supported through established routines and risk assessments are regularly conducted to ensure their safety. However considerations given to ensuring children are safe on regular outings have not yet been recorded.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She has made an appropriate start to acquainting herself with the six areas of learning and is committed to improving her knowledge further, in order to provide children with a broad range of activities to promote their overall development. She ensures resources are easily accessible and appropriate for children's ages and stages of development. For example, children self select from the toys stored in large boxes on the floor.

Daily planning is in place and implemented flexibly in order to allow children the freedom to follow their own interests. Regular visits to a local toddler group as well as to the library for 'rhyme time', ensure young children learn to mix with other children their own age. Children enjoy reading books, art activities and modelling as well as regular outdoor play. They occasionally visit the local shops, which helps them gain an understanding of the wider world. The childminder is knowledgeable about children's individual needs and plans activities to support each child. For example, she helps younger children to work at their own pace by focused one to one support when older children are at school. She knows children's interests and uses these to support their learning. For example, involving children who love being outdoors in gardening. Detailed observations of each child are made and recorded.

However these are not yet clearly linked to the stepping stones and early learning goals in order to determine children's next steps in learning.

Children have good opportunities to learn about how to keep themselves healthy. For example, they are reminded to wash their hands regularly and provided with individual hand towels to minimise the spread of germs. They get plenty of fresh air and exercise on a daily basis on outings in the locality or while playing in the childminder's large garden. They learn about healthy eating as they are provided with food and snacks that are nutritious and they have free access to drinks. Children's meals are always served at the dining table, which helps them develop good eating habits. The childminder has up to date first aid training and keeps her first aid box well stocked. As a result, children are well cared for in the case of a minor accident or illness. She has a clear understanding of the importance of recording and advising parents of all accidents and administrations of medicines. This helps to promote children's continuity of care.

Children are kept safe in the home with a range of precautions such as stairgates, smoke alarms and socket covers. They are gently reminded about dangers, which help them develop an understanding of how to keep themselves safe. For example, a young child is reminded that climbing onto a toy box could result in a fall or injury. Evacuation procedures have been drawn up and practised to help children understand what to expect in an emergency. Attendance registers are regularly completed and a daily visual check made of the premises to ensure any hazards are minimised. Consideration has been given to the safety of children on regular outings and to their transport when travelling either on foot or in the childminder's car. However, these risk assessments are not yet recorded, as is required. At the time of registration the childminder was asked to make improvements to her garden to ensure children's safety. Most of these issues have been satisfactorily addressed, for example, the fence has been made secure. However, she has not yet made the loose bricks on the boundary wall safe, which presents a risk to children.

Children behave well and form good relationships with the childminder. She implements a positive behaviour policy and uses plenty of praise and encouragement. As a result, children develop good levels of self esteem. They receive effective support to develop skills for the future such as communicating and counting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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.