

Inspection report for early years provision

Unique reference number	EY374093
Inspection date	04/11/2008
Inspector	Charlotte Jenkin
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 has been registered since 2008. She lives with her partner and two sons in a three bed-roomed house in the market town of Devizes. The childminder is registered to care for four children under the age of eight years and currently cares for one child on a part time basis in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to the whole house and there is an enclosed garden for outdoor play. The family have a dog.

Overall effectiveness of the early years provision

Children have their individual needs fully met in the provision by a childminder who knows them well. She incorporates their needs into her daily routine in order to meet their welfare, learning and development requirements. Children are, therefore, safe, secure and settled in her care and have their self-esteem and confidence promoted well. The childminder has made improvements to her provision since registration and has evaluated the service she offers. Thus, she has identified areas for future improvement and her training needs in order to enable her to achieve this.

What steps need to be taken to improve provision further?

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

- ensure knowledge is gained of the Local Safeguarding Board procedures (LSBC) to be followed in the event of child protection concerns
- ensure appropriate fire control equipment is in place at all times
- continue to develop the system for observing children's progress and development and use these observations to plan for children's future learning
- improve knowledge of the six areas of learning in order that children have their development fully supported in all areas, especially problem solving, reasoning and numeracy and creative development

The leadership and management of the early years provision

Most policies and procedures are implemented by the childminder to promote the children's welfare in the provision. All required information regarding individual children is kept on premises and this enables the childminder to meet their individual needs on a day to day basis. The childminder has the capacity to improve her provision and has made improvements since registration which has improved safety in the provision. Risk assessments are in place and these identify potential hazards to the children both indoors, outdoors and when on outings. However, although the childminder has a fire blanket, this has not been positioned in the correct place in case a fire occurs. The childminder is aware of her role in safeguarding children but is not confident in her knowledge of the procedures to

follow in the event of concerns. This does not fully promote the welfare of the children in her care. Communication between the childminder and parents is good and enables the childminder to meet children's individual needs with regard to their welfare, learning and development. This includes information regarding children's progress both at home and in the provision. Systems are currently being developed in order that the childminder is able to communicate with other childcare providers of the children in her care. The childminder has evaluated her provision and identified areas for improvement through attending training. These include developing her knowledge of the learning and development requirements, as well as gaining confidence in observing and assessing children's progress and achievements.

The quality and standards of the early years provision

Children enter the provision with confidence, are warmly welcomed by the childminder and show their excitement through smiling and putting out their arms to be carried inside. This demonstrates the secure relationship they have with the childminder. Children are keen to play with the toys and equipment and confidently choose those they wish to play with. For example, stacking blocks and balls. They develop a positive attitude towards new experiences as they eagerly explore the treasure basket looking at and touching a range of natural materials. The childminder gets down to the children's level and supports their learning. She ensures appropriate toys and equipment are available to support the children's needs and ensures they have their development supported. For example, helping with skills in standing up and cruising around the furniture. The childminder interacts well with the minded children, using baby signing in line with communication methods used at home. This means children become confident in communicating themselves to the childminder. Children have access to a wide range of toys and equipment that support their development in all areas. These are carefully organised at the children's level to encourage them to make choices in their play. Although children have access to a suitable range of activities, the childminder does not have an in depth knowledge of the learning and development requirements. Hence, activities do not fully cover all six areas of learning. The childminder is aware of children's progress and achievements, although no observations are undertaken to assess their abilities and plan for their future learning and development.

Children develop their awareness of healthy eating through the nutritious snacks and meals they enjoy in the setting. These are freshly prepared daily and are in line with parental wishes. Their good health is promoted through regular walks in the locality, as well as access to outdoor activities. The sickness policy is effective and hygiene routines in the setting are robust. This minimises children's exposure to cross infection. The premises are safe and secure and promote children's welfare both indoors and out. The childminder demonstrates a sound knowledge of the appropriate methods to use for managing children's behaviour, including the use of praise and encouragement. Children regularly attend groups in the local environment and this helps them develop an awareness of their community.

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?	2
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?	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

Since registration no complaints have been made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

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.