

Inspection report for early years provision

Unique reference number	223396
Inspection date	08/12/2008
Inspector	Janette Elizabeth Owen
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 1992. She lives with her husband on the outskirts of the city of Hereford. The ground floor of the property is used for childminding and there is a secure area for outside play. The property is accessed via five steps down to the front door. There is one rabbit kept as a pet.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children who are within the Early Years Foundation Stage (EYFS). The childminder also provides care for children over five years. The childminder collects children from local schools. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder carries out procedures effectively to ensure children's welfare is well managed. The partnership with parents is good, enabling the childminder to provide care which meets children's individual needs. However, partnerships in the wider context, such as with other providers are not yet developed in order to fully support children's learning and development. The childminder makes some use of self-evaluation to identify her strengths and areas for improvement but this has not been used effectively to identify the areas for improvement.

What steps need to be taken to improve provision further?

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

- develop partnership working so that when children attend several settings practitioners regularly share the children's development and learning records and any other relevant information.

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

- review policies and procedures to ensure they fully reflect the Early Years Foundation Stage - this particularly refers to the safeguarding policy (Safeguarding) (this also refers to the compulsory part of the Childcare Register, voluntary part of the Childcare Register).

01/01/2009

The leadership and management of the early years provision

The childminder has many years of experience which she uses to ensure children are well cared for, safe and secure. Procedures are used effectively to ensure the

welfare of children is protected but some written policies do not fully reflect the childminder's good knowledge and understanding. This means that parents are not provided with all relevant information. The childminder has attended training workshops in relation to the Early Years Foundation Stage (EYFS) and is using the knowledge gained to improve the learning and development outcomes for children. She has a good understanding of the educational programmes and provides a varied range of interesting activities which help children to make good developmental progress. Children's interests and preferences are used well to engage them in activities. For example, an interest in diggers was used to extend a child's knowledge and understanding of different areas of learning through visits to watch diggers at work and continuing the activities in the home. The childminder makes good use of the observation she makes to identify the next steps in children's learning.

The childminder has a sound understanding of safeguarding procedures and is able to protect children from harm following Local Safeguarding Children Board guidelines. Arrangements for emergency cover and additional help on outings is provided by adults who hold Criminal Records Bureau checks. This provides reassurance to parents that adults in contact with children are suitable. The childminder has procedures in place to use risk assessments to identify any potential hazards, enabling the childminder to take steps to ensure the premises, indoors and outside and equipment are safe and pose no risk to children. Improvements made following the last inspection in relation to the care children receive when they are ill mean that children's good health is protected and any risk of cross-infection minimised.

Arrangements for including parents in their child's care and learning are good. The childminder obtains information from parents when minding commences. This enables her to follow a child's individual routine and use information on their stage of development when planning a range of appropriate activities for each child. A daily diary is used well as a means of sharing information. Parents contribute information to the diary which enables the childminder to keep a two-way flow of information. This is particularly useful if there are any concerns or specific information the childminder and parents need to share. Photographs and written information in children's development books provide parents with details of how their child is progressing. The childminder uses her knowledge of child development and the stepping stones towards the early learning goals to link the photographs to areas of development giving a picture of where children are at in their development.

The quality and standards of the early years provision

Children are able to settle well because there are good arrangements in place to ensure their individual routines are followed. Children's health is promoted through the implementation of sound hygiene practices and regular access to physical play and fresh air. Outings to local attractions, such as the farm park are often included in the planned activities. Parents' preferences in regard of meals are respected; parents provide meals and snacks for their children and their dietary needs are met. Children's safety is maintained well, they are well supervised and are unable

to leave the premises unsupervised. Their involvement in practising evacuation procedures means they are learning to keep themselves safe.

Children are able to make choices about what they want to play with, becoming increasingly independent and able to set up games for themselves. They have access to a varied range of good quality toys and activities which are used well to encourage children to acquire new skills. For example, children use their manipulative skills when playing with play dough to roll and shape dough, learning about shape, size and texture. The childminder is on hand to offer help and suggestions, introducing new words to extend children's vocabulary. Strategies used to help children develop their speech and communication skills are good. Children practise using numbers and language relating to shape and colour as they build structures with Duplo or work out how many cars will fit on a transporter.

Children learn about the world in which they live. Visits to the farm or woods enable them to learn about living things and how things work. They learn about the wider world through stories and access to resources which reflect positive images of different cultures and backgrounds. Children are well behaved and polite, they respond well to the childminder who gives praise and encouragement to raise children's self-esteem and confidence.

The childminder supports children's learning well, and makes good use of her knowledge of each child and ongoing observations to extend children's learning further. She is aware of when children are ready to move on to the next steps, such as providing more complex puzzles which offer more challenge to children as they move on in their learning. However, the childminder has not discussed with parents how she can share information on children's development through the EYFS with other settings children attend in order to ensure effective continuity and progression by sharing relevant information with each other and parents.

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?	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?	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?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- obtain a qualification at a minimum of level 2 in an area of work relevant to childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce'(Qualifications and training).

31/12/2009

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 the last inspection.

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.