

Inspection report for early years provision

Unique reference number	223831
Inspection date	11/12/2008
Inspector	Juliette Jennings
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 2000. She lives with her husband and two sons aged 11 years and nine years. They live in a semi-detached house on a modern housing estate in Shrewsbury. The property is within walking distance of local schools, pre-schools and amenities. All areas of the house are used for childminding. There is an enclosed garden available for outside play. Access to the property is via a small step to both the front and rear doors.

The childminder attends local carer and toddler groups on a regular basis. She is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools. She is registered to provide care for six children on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and is currently minding nine children from birth to eight years on a full-time and part-time basis.

Overall effectiveness of the early years provision

Systems to support children's welfare and learning are implemented effectively in a caring, homely and secure environment. The childminder provides a consistent care approach in strong partnership with parents and this helps to ensure continued understanding of children's individual needs. Records, policies and procedures are well maintained, mostly in line with requirements and reflect the good practice evident in the setting. All children enjoy access to a broad range of interesting, age-appropriate and enjoyable experiences which helps them to develop and learn, within a safe and secure environment. The childminder has clear objectives about what she can do to help improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- obtain prior written consent from the parent in relation to the administration of non-prescription medication, where there is a good reason to do so, for example pain and fever relief or teething gel.

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

- carry out a full risk assessment on all type of outings and review the assessment before each type of outing (Safeguarding and welfare) .

31/12/2008

The leadership and management of the early years provision

A warm, welcoming and homely environment is provided for children in the childminder's care. Systems to support children's individual needs and requirements are thorough, effective and reflective of the childminder's knowledge and experience of caring for children. For example, clear and detailed written policies and procedures are in place which reflect the good practice evident in the childminding service. These are readily available to all parents at all times and are discussed at initial visits. However, there is currently no written permission to administer non-prescription medication to children.

Children benefit from the childminder's implementation of a strong partnership with parents. Daily diaries are completed for all children and notice boards show what all children have been doing during the day, or what is planned for the future. Detailed verbal feedback on a daily basis further reinforces this strong partnership with parents. This means that children can be cared for consistently, within a caring environment which supports ongoing learning and development, in line with parents' wishes.

Robust systems are in place for security and safety. Daily visual safety checks and completion of a monthly written risk assessment helps to ensure that the environment is safe for children. There were no safety issues highlighted at the time of the inspection. Security in and around the home is good and ensures that children remain secure in the childminders care, however, there is currently no procedure for recording risk assessments of any outings undertaken. A safeguarding procedure is available in writing and the childminder is active in ensuring that she is up-to-date with current local safeguarding procedures. This, as well as having access to current contact details, means that she can ensure that any concerns about the children in her care are addressed promptly.

Access to training is frequent and helps the childminder to continually improve on and reflect upon her provision for children. She has highlighted some areas for improvement to develop her service so that children can continue to be well cared for and given good opportunities to develop and make progress. In particular, the childminder is looking at developing her system for ongoing assessments and using these effectively to help plan for future progress towards the early learning goals.

The quality and standards of the early years provision

Children enjoy healthy snacks which are provided by the childminder and other meals are provided by parents. Drinks of water or juice are available at all times in individual cups so that children can take a drink whenever they wish. Records and documentation are in place and generally in line with requirements so that children's health needs are met. Access to the outdoor garden area during the better weather allows children to access a range of equipment to help develop their physical skills. In addition, walks and trips out to a variety of adventure style playgrounds enables them to develop these skills in the winter months as well.

The childminder organises her home very well to support children so that they can access enjoyable and fun activities within a homely, caring and relaxed environment. Most toys and resources are available at low level, or easily accessible from low-level storage so that children can access their favourite activities as and when they wish to. Younger children are provided with a range of resources, for example, creative activities which are appropriate to their age and interest level, whilst older children attempt more demanding model-making. Children begin to develop an awareness of keeping themselves safe, for example, whilst reinforcing road safety rules on the way home from school and taking part in regular fire evacuation practices.

Children are encouraged to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do because the childminder supports them to choose from the wide range of resources available. These opportunities are provided alongside a range of adult-led activities devised by the childminder which consolidates ongoing development. Activities and resources interest children, whilst helping with their development and progress towards the early learning goals, for example, in colour recognition activities, learning about the story of Christmas through creative activities or enjoying looking at a book. However, the systems for using individual assessments more effectively for future planning has scope for further development and this has been highlighted by the childminder as an area she wishes to improve.

The childminder provides a range of activities which helps to promote equality of opportunity and awareness of a diverse world. Children behave well and are supported to begin to understand the needs of others through sharing and turn-taking. In addition, the close partnership with parents ensures that children's individual needs and routines are accommodated well within the well-organised, interesting and homely space.

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 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.