

Inspection report for early years provision

Unique reference number	EY371566
Inspection date	14/01/2009
Inspector	Sarah Jane Rhodes
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 and lives in Newcastle-Under-Lyme, Staffordshire. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently the childminder is caring for three children within the Early Years Foundation Stage (EYFS) and one child over eight years. The whole of the ground floor, which includes a toilet, is used for childminding. Access to the home is via a driveway with a ramp leading up to the main entrance. Children have access to an outdoor play area. The setting operates each weekday throughout the year. The childminder has tropical fish.

Overall effectiveness of the early years provision

Children are provided with a homely environment where the childminder meets their individual needs and helps them to be fully included. She is in the early stages of implementing the observation and assessment requirements of the EYFS and procedures for assessing each child's progress are not yet fully effective. She has not yet introduced a formal system to evaluate her provisions strengths and weaknesses but has identified some of the areas highlighted in the inspection through her informal evaluation of her service. Basic risk assessments are starting to be introduced for outings, however, the house and garden have not been formally assessed.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation as part of an internal review to inform planning for future improvements
- improve the methods for recording observations and assessments; use these to identify and plan the learning priorities for each child, matching the observations to the expectations of the early learning goals and involve parents in the process
- undertake emergency evacuations drills to ensure everyone is familiar with the process, recording any problems encountered in a fire log book.

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

- develop the risk assessment system to include hazards in the house and garden (Suitable premises, environment and equipment) 28/02/2009
- record accidents and first aid treatment, informing parents of the details and treatment given. (Promoting good health) 28/02/2009

The leadership and management of the early years provision

The childminder has undertaken all the required training courses since her registration. She has also developed a range of policies and record sheets or books which are well presented and cover most of the required topics. However, she does not always record minor accidents and therefore there is no record of parents being informed of these. All areas within the home are safe and secure. However, whilst the childminder has some basic risk assessments for outings, there is no written record of risk assessments for the premises including the garden, in line with the requirements of the EYFS. The childminder has a satisfactory knowledge of child protection procedures and her ultimate role, in line with the latest government guidelines, ensuring children are protected from harm or neglect. Partnerships with parents are developed through verbal exchanges, which help to ensure continuity in the children's care between the home and the setting. The written policies are also shared with parents who sign to say they have read them and are given an opportunity to discuss any areas they feel they need clarifying. This gives them a further insight into how their child's care is organised. Currently the children cared for do not attend other EYFS providers on the same day as they attend this setting, therefore information exchanges to ensure continuity of care and education rely on the parents passing on relevant details.

No formal system of self-evaluation has been activated to aid the childminder in identifying strengths and areas for improvement. However, the childminder has started to implement many aspects of the EYFS and has started to consider how she will evaluate the provision and has identified some areas she knows she needs to develop her practice further.

The quality and standards of the early years provision

Children's welfare is promoted through the provision of a warm, welcoming environment. The children mainly play in a dedicated playroom which opens off of the dining kitchen, they have lots of space to play, appropriate equipment to aid eating and sleeping is provided and they can be easily supervised. Healthy diets are provided by the childminder in conjunction with the parents who supply the meals and snacks and clear hygiene practices are in place. There are adequate opportunities for all children to play outside in the fresh air and keep active inside when the weather is inclement. Children are encouraged to keep themselves safe as the childminder reminds them of simple precautions such as clearing toys that may be a tripping hazard. However, they have not been involved in emergency evacuation drills which limits their knowledge in this area and limits the childminder's ability to identify and rectify any problems with an evacuation. Children behave well for their age and stage of development. The childminder manages the children's behaviour in a very positive way, praising the children, using distraction and keeping them well occupied. They respond positively to the childminder's boundaries.

The childminder ensures that the children's individual needs are the main driver for the care and learning provided. Children enjoy a close, warm relationship with the

childminder in a homely atmosphere which can cater for their needs and routines, which may change on a daily basis. They are happy, very confident and the childminder encourages the children's independence. For example, they are able to move around the playroom and choose what they want to play with or learn to feed themselves. The childminder recognises the importance of good quality one-to-one conversations and the sharing of books to encourage strong communication skills. Children are just starting to make marks with a variety of pens, pencils and paints. Everyday activities such as mealtimes, walks or general play are used to look at concepts of colour, size and number. Push button toys encourage even the youngest children to explore how things work. The garden is used as a resource to gain knowledge of the natural world and for children to have access to larger equipment such as a trampoline, balls and scooters. A range of larger equipment is also available at toddler groups and on trips to outdoor play areas, giving children opportunity to develop their balancing and climbing skills.

The childminder is aware of children's individual interests and arranges the play area to meet their needs. The system for observing children's play is in the very early stages of being developed. Some written observations are made, however, these are not yet used with confidence to make clear assessments of children's progress and plan the next steps in their learning in a way that will ensure they make adequate progress towards all the early learning goals.

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?	3
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?	3
How well are children helped to make a positive contribution?	3
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
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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.