

Inspection report for early years provision

Unique reference number	EY354425
Inspection date	06/01/2009
Inspector	Anna Davies
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 2007. She lives with her partner and two children aged five and three years in Peterborough. The whole of the childminder's house apart from the main bedroom is used for childminding and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of four children at any one time. There are currently three children on roll, two of whom are within the early years age range. The provision is also registered on the compulsory part of the Childcare Register. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family has a pet rabbit.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The childminder creates a safe and welcoming environment for children. Children are appropriately engaged in activities and share warm relationships with the childminder, although effective assessment procedures are not yet established to ensure that all children's learning potential is fulfilled.

Effective relationships with parents ensure that they are kept appropriately informed of issues in relation to their child's care and learning. The childminder is beginning to use systems to self-evaluate her practice and is committed to improving the provision for children, although some gaps in her provision have yet to be effectively actioned such as required documentation.

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 systems to self-evaluate the provision and identify strengths and priorities for further development.

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

- maintain a record of a risk assessment identifying aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment: also applies to the compulsory part of the Childcare Register) 20/01/2009
- carry out a full risk assessment for each type of outing undertaken with children (Safeguarding and promoting children's welfare) 20/01/2009

- ensure assessment arrangements are in place to ascertain children's achievements, this relates to making systematic observations and assessments of each child's achievements, interests and learning styles and using these to identify learning priorities and plan relevant and motivating learning experiences for each child (Assessment arrangements).

10/03/2009

The leadership and management of the early years provision

The childminder organises her home to ensure that children have opportunities to choose their play and be independent. For example, they have free access to an easel, arts and crafts resources and other toys stored in a unit in the lounge area. Daily routines provide children with opportunities for activities within the home and opportunities to develop their knowledge of the wider community by attending local toddler and activity groups.

Children are suitably protected because the childminder has a secure understanding of the safeguarding procedures and knows what to do in the event of any concerns. Children are cared for within a safe environment as the childminder effectively identifies and minimises hazards within the home and on outings. For example, children are prevented from entering the kitchen when the oven is on and a stairgate prevents them from accessing the stairs. However, she does not maintain a written record risk assessment for the environment in which children are cared for or for each specific outing that children participate in.

The childminder has established firm partnerships with parents. This ensures that children's care needs are identified and met as they work together to support children's care. The childminder has recognised the benefits of building positive relationships with the other local provisions that children attend in order to work effectively together to ensure that children receive consistency of care.

This is the childminder's first inspection since registering and the systems of self-evaluation are in very early days. As a result, some aspects of the Early Years Foundation Stage, in particular the learning and development requirements and required documentation, are not yet fully in place.

The quality and standards of the early years provision

The childminder ensures that children enjoy a suitable range of activities both inside her home and at local groups. She has a sound understanding of learning through play and supports children appropriately as they choose from the freely-accessible toys and resources in her home. For example, she introduces shape, size and colour recognition into activities such as drawing and constructing with bricks. The childminder knows the individual children well and is generally aware of the aspects of learning that she feels she needs to promote on an individual basis. However, she has yet to establish effective observation and assessment systems to

ensure that each child's individual learning potential is effectively fulfilled across all areas of learning.

Children are confident in the childminder's home, happily approaching visitors and engaging in conversation about favourite toys. They play well together for example as they take it in turns to play on the electronic keyboard. Language development is effectively promoted during everyday play activities as the childminder models and repeats key words and phrases. Children make marks with pens on the easel and enjoy identifying the colours and shapes they are using. They are learning about information technology as they create sounds on the keyboard, record their tunes and play them back to each other. They are beginning to gain an understanding of the world as they discover how an apple corer works and talk about the noises that leaves on the ground make under their feet. Children enjoy physical activity as part of a healthy lifestyle; regular visits to the baby gym group gives opportunities for balancing, trampolining, throwing and catching. Children are encouraged through discussion to begin to understand about making healthy choices in their diet for example 'sweets are treats' and the effect too many of these has on their health.

Children's health and well-being are appropriately promoted as the childminder follows effective procedures to ensure children stay healthy. For example, the house is well maintained, clean and tidy and children are encouraged and praised when following good hygiene routines for example, as they spontaneously cover their mouths when they cough. Meals are provided by parents and a healthy eating policy is shared with them to ensure that they are able to work with the childminder with regard to her responsibility towards promoting healthy eating. The childminder provides a good range of healthy snacks such as fresh fruit, raw vegetable sticks and rice cakes. Drinks are freely accessible to all children in their own cups to ensure that they remain well hydrated. Children learn to keep themselves safe when out and about with the childminder for example, learning about the importance of crossing roads safely. Positive behaviour is promoted through the childminder's level of attention and praise given to children. Behaviour strategies are discussed in full with parents to ensure consistency and clear expectations are documented and available for parents to view.

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:

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 compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment).

20/01/2009

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 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.