

Inspection report for early years provision

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| Unique reference number | EY102643 |
| Inspection date | 06/11/2008 |
| Inspector | Yvonne Victoria Facey |
| 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 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 February 2002. She lives in Sheffield with her husband and three children aged 16 years, 13 years and eight years old. The whole of the ground floor is used for childminding purposes, with access to the first floor for use of the upstairs bathroom and main bedroom for children to sleep during the day. There is an outdoor play area available in the back garden.

The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll. The childminder is registered on the Early Years Register, Compulsory and Voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The childminder has made adequate attempts to evaluate her practice and has identified key areas for improvement. She has begun observing, making assessments and planning activities for children, however these are not sufficient at this stage to ensure children are making progress through the Early Learning Goals. Information is collected from parents and some discussion with other providers about children's individual learning plans but it is not used well to promote positive inclusion for all children. There are policies and procedures in place that support the welfare requirements, although these do not always work well in practice to meet the needs for all the children's safety and welfare.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessments in order to plan for children's next steps in their learning and share these with parents and other carers to involve them in supporting children's overall development
- develop your understanding of the complaints procedure and review the process for recording existing injuries
- review risk assessments to ensure children's overall safety is maintained to include emergency evacuation procedure, the washing line in the garden and access to the internet.

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

- ensure that all children are included and not disadvantaged because of their learning difficulties or disabilities. (Organisation)

31/12/2008

The leadership and management of the early years provision

The childminder has written policies and procedures in place to promote the welfare of the children, which she shares with parents but some procedures are not consistent in practice. She has a written complaints policy but is unable to explain the procedure when asked. There are written risk assessments but the childminder is not using these effectively to ensure all areas and equipment are safe. For example, she is not sure if she needs to check her electric operated smoke alarms and the washing line in the back garden poses a safety risk to children. There are a balanced range of resources and furniture that caters for most children's individual needs. However, resources and equipment for children with disabilities has not been carefully considered in order to ensure that their individual needs are being met and they are not disadvantaged.

There are clear systems in place for children that may need medication or if they have an accident. For example, details are clearly recorded and shared with parents. The childminder has an adequate knowledge of how to protect children if abuse is suspected and is aware of the procedures to follow. However, the recording of existing injuries are not sufficient to ensure children's welfare is fully protected.

The childminder has a basic understanding of the Early Years Foundation Stage. Although she has begun planning, using observations and assessments based on the six areas of learning, she is not confident how to match daily activities within the areas. As a result children's progress is not fully supported through the early learning goals. Adequate information about children's care and learning is sought from parents and other providers. For example, the childminder has the development booklet from nursery for one of the children. However, an appropriate system to maintain purposeful communication and the effective use of the information for all children is not yet developed. The childminder has suitably identified some areas for improvement. She has assessed that she needs to improve and evaluate the standard of learning and development for children.

The quality and standards of the early years provision

The childminder is developing her understanding of learning and development within the Early Years Foundation Stage. She makes written observations on children's progress and records these, but these are not fully based on the six areas of learning. Children's play and learning needs are not fully promoted because the childminder does not fully understand their starting points and how to plan for their next steps in learning. Children with learning difficulties or disabilities are disadvantaged because information about their specific physical and emotional needs are not collated to ensure that they are positively included within the setting. As a result planning for their next steps is not effective and opportunities for all children to achieve to their full potential are minimised.

The childminder has begun to plan around most children's interest and a varied selection of activities are provided. For example, one of the children's interest in

maps was developed by making their own map of the area where they lived giving them a sense of belonging. Children enjoy creative activities, use their imaginations well and happily talk about their home life. They enjoy jigsaws developing their hand and eye coordination and their concentration skills. Children are able to take part in physical activities both indoors and outdoors which helps them improve their physical skills. For instance, they play on a range of large equipment, including a climbing frame, slide, swings and see-saw accesses both in the garden and at the park. They also enjoy dancing and visits to the soft play area.

Children are learning to keep safe because the childminder talks to them about road safety and they are able to generally explore their environment independently. Children have access to the computer to play appropriate games, although the childminder has not considered access to the internet due to the fact that she is normally with them. Most of the children are involved in the emergency evacuation procedures which helps them to understand how to exit if they needed to. However, the evacuation is not planned with all children. Children are beginning to learn about the importance of healthy life styles and the childminder works closely with parents to ensure that dietary needs are catered for. She serves balanced meals and refreshments support a healthy diet.

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

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| 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

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| 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

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| 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 |

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Annex B: the Childcare Register

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| 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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