

Inspection report for early years provision

Unique reference number	EY298418
Inspection date	15/09/2008
Inspector	Susan Kathleen Wormald
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 2004. She lives with her partner and her daughter aged six years. Children have access to all of the ground floor. A fully enclosed garden is available for outdoor play.

The family has three cats, two rabbits and a guinea pig.

The childminder is registered for a maximum of five children at any one time. Currently she cares for nine children on a part time basis both before and after school.

The childminder is a member of the National Childminding Association. She is registered on the Early years register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children enjoy their time in the setting and are happy and settled. Parents are kept well informed about the childminder's practice and information obtained from them is used appropriately to ensure that children's individual needs are met. Boys and girls of all ages are offered the choice of a range of play experiences both inside and outdoors and the supportive learning environment encourages their independent and imaginative play. They have regular opportunities to learn about the wider world and their community by visits to places of interest. However, the planning process does not focus sufficiently on the next steps in their learning. The childminder has made improvements to her practice but a systematic self evaluation process is not in place.

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 observations, involving parents, to assist in planning for next steps in children's learning and development.

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

- provide a written risk assessment identifying any hazards and how these are to be addressed and review this regularly.

29/10/2008

The leadership and management of the early years provision

Children are cared for in a safe and secure environment. The childminder has a sound understanding of her role and responsibility in safeguarding children and they are helped to understand danger and how to stay safe. Most required records, policies and procedures are in place and implemented effectively to promote children's welfare. There is no written risk assessment, however, children remain sufficiently protected as the childminder clearly identifies hazards both indoors and outside and takes effective action to address these.

Parents are provided with helpful information about the setting and they are invited to contribute what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and helps to focus on their individual needs. Useful information is displayed and photographs illustrate the experiences children are offered. Parents are routinely kept in touch about their children's welfare on an informal basis but there are no structured arrangements in place to ensure that they continue to be informed about their children's achievements and progress.

The childminder has made some improvements since the last inspection that promote children's welfare such as implementing effective procedures for obtaining parental consents. However, there are no clear systems in place for monitoring the provision and this limits the childminder's capacity to build on strengths and address any areas for improvement.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. They are comfortable and at ease in the setting and share a warm and friendly relationship with the childminder. The childminder gets to know the children well and spends a lot of time playing with them. She is responsive and listens to what they have to say and they chat, laugh and joke together. This supports their learning, contributes to their sense of security and belonging and gives encouragement and motivation. Children are helped to become confident and self assured. There is an emphasis on developing social skills and good manners, so that children are very polite and well behaved and learn to be caring and respectful towards others.

Systematic observations and assessments of each child's achievements and progress are not yet in place. The childminder has begun to make simple written observations of what children do and enjoy. However, this information is not yet used to plan the next steps in children's development. This means that children's progress towards the early learning goals is not monitored effectively, gaps in their learning are not readily identified and activities are not consistently planned to offer experiences in all areas of learning.

Children enjoy a variety of activities and play experiences both indoors and outside which reflect their interests. Children find spiders and snails when playing outside and decorate pictures of them. They have good opportunities to initiate

imaginative play, offering cups of tea and putting their baby to bed. They enjoy lots of outings in the local community and visit parks and play centres on a regular basis. The childminder organises interesting trips and children have visited the butterfly house and the ponds at Beauchief Abbey. All children have independent access to a broad range of good quality resources and equipment that are well organised, readily and safely accessible enabling children to make choices about their play.

Children are offered lots of outdoor activities and opportunities that promote their enjoyment of physical activity and the outdoor environment. This contributes to keeping them fit and well and ensures they make good progress in their physical development. They look at the newts in the garden pond and feed the guinea pig and rabbits, promoting their understanding of living things and their care. Children learn to keep themselves safe and to look after themselves as they discuss 'stranger danger' and taking care when using the swing. Children are effectively taught what to do in emergency situations. They know that they must leave the house immediately and wait outside for the fire brigade. Rules are enforced consistently in everyday routines so that children clearly understand what is expected of them.

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?	2
How well are children helped to be healthy?	2
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 or 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.