

Inspection report for early years provision

Unique reference number	260575
Inspection date	18/11/2008
Inspector	Clare Elizabeth Pook
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 2001. She lives with her husband who is also a registered childminder and four children aged six, eight, twelve and fifteen in the village of Doddington near March. The whole of the ground floor of the childminder's house is used for childminding and there is fully enclosed garden used for outdoor play.

The childminder is registered to care for a maximum of five children when working alone or ten children when working with another childminder at any one time. Currently she is minding eight children in the early years age group and two children in the later years age group. All of whom attend on an apart time basis. The childminders work term time only. The provision is registered on both the Early Years register the compulsory and voluntary parts of the childcare register. The childminder drives to local schools and pre-schools to take and collect children. The family have a pet rabbit and guinea pig.

Overall effectiveness of the early years provision

The childminder's creates a warm and welcoming environment for children and parents and as a result children's welfare and learning is promoted well. The uniqueness of each child is valued and respected and is rudiment to ensuring they make good progress in all areas of learning. Partnerships with parents and other agencies is a strength and contributes significantly to ensuring the needs of all children. Although most necessary policies and procedures are in place, are effective and reflect the childminder's practice some minor elements regarding risk assessments are missing. The childminder is committed to improving 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:

- develop observations and assessments to identify learning priorities and ensure observations are matched to the expectations of the early learning goals.

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

- provide and maintain a record of the risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. This includes outings

12/12/2008

The leadership and management of the early years provision

The childminder has effective systems in place for keeping records and maintaining necessary documentation. The childminder is able to protect children from harm or neglect as she has a good understanding of the Local Safeguarding Children Board's procedures and signs and symptoms of child abuse. She has conducted thorough visual risk assessments, but not all are in writing which is now a requirement of the Early Years Foundation Stage (EYFS). The childminder obtains all necessary information from parents which helps promote children's welfare and enables the childminder to meet the children's needs.

The childminder has made good progress since the last inspection and has developed her practice well. She is committed to improving outcomes for children. She has been pro-active in identifying areas of development for her practice and ways in which she can achieve this.

Good quality information is provided for and exchanged with parents through daily communications books. Policies and procedures are provided and shared with parents, however written procedures for complaints and safeguarding children are not fully in place as required by the Childcare register. The childminder and parents work in partnership well with each other and external agencies to support children's needs. The childminder is developing relationships with other local provisions that parents use to help promote continuity of provision and assist in smooth transitions for children.

The quality and standards of the early years provision

Children are very relaxed and at home in the childminder's care and they have developed warm and positive relationships. Children are confident to express their wants and wishes and use their language and early communication skills to ensure these are known. Children point to resources or self select as they wish. The childminder extends their learning well through spontaneous play. She talks to young children about where eggs come from as they pretend to make food.

Early language skills are effectively promoted through reading books and encouraging children to repeat animal noises and simple words. Children enjoy exploring different textures such as play dough and paint through planned activities. Children's interests are taken into account and often initiate activities. For example watching trees being cut down led to role play activities following the same theme. Children are encouraged to be independent and find their own shoes and coats and try to put them on. Support is provided for those that need additional help.

The childminder takes time to get to know the children and find out their starting points. These are then used to plan a range of challenging and enjoyable play experiences. Some observations are noted and assessments made to ascertain children's progress and areas for development. These are in the early stages and do not all always link to the early learning goals.

Children are encouraged to be healthy through gaining fresh air and exercise each day. Children talk about foods that are good for them and those which rot their teeth. Children learn about road safety whilst out and about and inside the home children are encouraged to tidy away so nobody trips over toys. Children help to sweep the crumbs up after meals which helps them to understand about good hygiene practices.

Through general play children are beginning to recognise numbers and shapes when completing the sorters. Using simple electronic toys such as pop up toasters help children understand about simple technology. Good interaction with the childminders and conversations help develop language skills and new vocabulary. These all help children learn about skills that will contribute to their future economic well-being.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect(also supplies to the voluntary part of the childcare register) 12/11/2008
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parents makes in writing or by email(also applies to voluntary part of the childcare register) 12/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- see actions under the compulsory part of the childcare register 12/11/2008

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.

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