

Inspection report for early years provision

Unique reference number	EY374307
Inspection date	22/12/2008
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 2008. She lives with her husband and two children aged five and four years in March, Cambridgeshire. The whole of the childminder's house 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 six children on roll, four 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 a school and pre-school, shops and parks. The family has one cat and keep coldwater fish.

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

Overall effectiveness of the early years provision

The childminder's practice ensures children's welfare and development are satisfactorily promoted. Children are happy and secure within the setting and share warm relationships with the childminder. They make suitable progress in their learning and development as the childminder provides an appropriate range of activities, although assessment procedures require further development in order to ensure that all children's learning potential is fulfilled. The childminder works closely with the parents to enable her to meet children's individual needs and development.

Although the childminder has only been caring for children for a short time she has begun to self-evaluate her practice in order to improve her provision further, although necessary documentation that is required to be kept has not been identified.

What steps need to be taken to improve provision further?

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

- ensure that observations cover all areas of learning and are used to identify individual next steps of learning so that this information can be used to inform the future planning of activities
- review existing written policies to ensure that the wording reflects the use of the Early Years Foundation Stage framework.

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

- obtain written parental permission from all parents to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting

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- children's welfare)
- carry out a full risk assessment for each type of outing undertaken, this specifically relates to visits to local groups (Safeguarding and promoting children's welfare).

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The leadership and management of the early years provision

The childminder's home is appropriately organised so that children can make independent choices about the toys and resources they wish to play with. A suitable range of toys and resources is provided which are age and developmentally appropriate and in good condition. Children are cared for within a safe environment as the childminder identifies hazards within the home and effectively minimises the risks to children. For example, glass in the greenhouse is protected and the garden pond has been made secure. Risk assessments are in place for some outings. However, they have not yet been carried out for outings to local groups.

Children are suitably protected because the childminder has a secure understanding of the safeguarding procedures, knows what to do in the event of any concerns and has a written policy in place which is shared with parents. The childminder speaks to parents on a daily basis ensuring she is aware of children's individual routines, likes and dislikes so that she can tailor her care accordingly. Parents have access to official information which is displayed in the lounge and all policies are shared with them to ensure that they are aware of the service offered. However, some written policies still make reference to the National Standards which does not ensure that parents have up to date information relating to the requirements of the Early Years Foundation Stage (EYFS) framework.

This is the childminder's first inspection since registration; she is beginning to understand what is required for self-evaluation and the need for continuous improvement. She is realistic about her provision and is able to identify further areas for improvement; intending to seek training courses to help her further develop areas of the EYFS.

The quality and standards of the early years provision

The childminder has a sound understanding of learning through play and supports children appropriately for example, as they explore musical toys, complete a jigsaw puzzle or vocalise. The planning of activities takes account of individual children attending and their interests. There is a balance of activities both inside and outside of the childminder's home; in the garden and at local groups. The childminder has a newly developed record keeping system which includes observations which are colour coded to identify which areas of learning they cover. However, particularly with younger children, observations focus on their language development and do not always cover all areas of learning. Information from these has also yet to be used effectively to identify individual children's next steps of

learning so that they may be used effectively when planning future activities.

Young children are developing their sense of independence as they freely access their drink when they wish and make choices in their play from the range of resources and toys available. Their language development is encouraged through songs, rhymes and stories and the childminder encourages children to take part in conversations, pointing out things they are doing or repeating key words that they attempt to say. Simple counting is promoted through everyday activities such as when doing poppers up or putting shoes on. Children are developing an awareness of their local community through regular visits to local groups which also benefits their socialisation skills. They learn about their environment; recycling and composting as well as picking fruit from the trees in the childminder's garden. They are beginning to understand about cause and effect for example, as they speak into a 'voice changer' toy and listen to the change in their voice. Children have space to move around and use appropriate play equipment in the garden to support their physical development. Daily walks to and from school ensure plenty of opportunities for fresh air and exercise. Children enjoy various art and craft activities and demonstrate their creativity as they engage in role play and make dens using chairs, pegs and blankets. Younger children enjoy wiggling their bodies for example when listening to favourite musical toys.

Children's health and well-being are appropriately promoted as the childminder follows generally effective procedures to ensure children stay healthy. For example, the house is well maintained, clean and tidy and nappy changing procedures help to prevent the risk of cross-contamination. The childminder has a sound understanding of requirements relating to the administration of medication and recording of accidents and has a valid first aid qualification to enable her to deal with incidents effectively. However, although permission to seek emergency medical advice and/or treatment has been sought from parents, the wording is not in line with requirements and therefore does not suitably safeguard all children in the event of an emergency.

Meals are provided by either the parents or the childminder, according to parents' wishes and the childminder discusses with parents her responsibility to promote healthy eating. Drinks are freely accessible to children which ensures that they remain well-hydrated. Children learn to keep themselves safe because the childminder makes them aware of potential dangers in the home, such as the risks that toys with small parts pose for younger children and when out and about as they learn road safety. Children are encouraged to be kind, considerate and thoughtful to others. Positive behaviour is promoted by the childminder's calm manner and consistent boundaries.

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

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.