

Inspection report for early years provision

Unique reference number	223442
Inspection date	10/02/2009
Inspector	Josephine Mary Hammick
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 1995. She lives with one adult son and one child aged 15 years. They live in a house in the city of Hereford. Minded children have access to the whole of the ground floor and bathroom on the first floor. There is a fully enclosed garden available for outside play. Children are taken to parent and toddler groups on a regular basis together with walks and outings.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five years. She also offers care to children aged over five years. This provision is registered by Ofsted on the early years, compulsory and voluntary parts of the Childcare Register.

The childminder cares for children with learning difficulties and/or disabilities. The family have one dog.

The childminder is a member of the National Childminding Association(NCMA) and holds a diploma in Home based child care.

Overall effectiveness of the early years provision

Overall, children are making satisfactory progress. Sound knowledge of children's individual needs ensures that the childminder generally promotes all aspects of their welfare and learning. Children are safe and secure and enjoy visits and outings into the local area to raise their awareness of the world around them. The partnership with parents and carers is sound and contributes to ensuring that the needs of children are met and that they get any additional support they need. Children make steady progress, given their age and ability. Informal evaluation of the service ensures that areas for development are identified, resulting in a service that generally meets the needs of all children and their families.

What steps need to be taken to improve provision further?

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

- develop procedures for incorporating parents comments about their children into children's records.

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

- improve the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement (Organisation) 06/03/2009
- make systematic observations and assessments of each child's achievements, interests and learning styles. Match observations to the expectations of the 06/03/2009

early learning goals (Organisation).

The leadership and management of the early years provision

The childminder uses informal self-evaluation processes to identify areas for development. For example, she has completed her Diploma in Home based childcare and has written policies and procedures. However, she has not formally implemented her training and knowledge of the Early Years Foundation Stage (EYFS) framework. The childminder has enhanced her resources and equipment to accommodate personal preference. Her range of toys and equipment are of sound quality and are easily accessible for children. They are kept adequately clean and in low-level storage so that children can self-select.

Some written policies and procedures are in place to protect children, including child protection and complaints. They are satisfactorily thought out and the childminder reviews them to ensure their relevance to her current practice. Procedures to promote equality of opportunity and anti-discriminatory practice are promoted to ensure that all children and families feel included, safe and welcome. Procedures to ensure that children's welfare is safeguarded are generally good. For example, doors are kept locked at all times and only named adults collect children. Hygiene procedures are sound, minimising the risk of cross-infection and medication procedures are followed effectively. Safety checks are carried out on a daily basis and risk assessments are recorded including those for outings and visits to ensure the consistency of care at all times.

Children's specific dietary requirements are respected, adhered to and recorded. Children bring in their own foods for mealtimes, including formula milk made up into bottles and foods to be re-heated. The childminder offers snacks which are nutritionally balanced and low in fat, sugar and salt if requested.

Parents are made to feel welcome and have built up a secure relationships with the childminder and her family. There are opportunities to share information about their children on a daily basis through discussion, but there are no systems in place for them to see or contribute to any written records of their children's progress whilst with the childminder. The childminder does keep an extensive scrap-book of photographs for parents to access at any time. Feedback from parents is good and they feel comfortable to share information with the childminder. The focus of communication is on children's welfare and routines rather than their learning and development. Although starting points are informally identified on admission, observations are not carried out in order to monitor progress and plan for future learning. There is no planning in place based on evaluations of children's individual needs, the six areas of learning or their progress towards the Early Learning Goals.

The quality and standards of the early years provision

Children benefit from the childminder organising interesting activities and experiences. For example, children enjoy programmable toys and machines; they

press the buttons and turn knobs on their telephone and chatter to their imaginary friend on the other end of the line. Children snuggle up on the childminder's knee to look at the pictures as she reads them a story. They love looking at the colourful illustrations and identifying familiar objects. The childminder informally uses this time to develop their awareness and understanding of numbers, letters and shapes. The childminder knows the children's preferences and, therefore, what will stimulate them to try different experiences. For example, toddlers like painting and drawing, thereby establishing their creative and pre-writing skills.

The childminder is sensitive to encourage babies' development and their independence is enhanced by helping them to feed themselves and to help tidy away their toys at clearing up time. Older children are encouraged to wash their own hands before food, after using the lavatory and going outside.

Children are happy and secure with the childminder. They seek out and receive cuddles and reassurance. Children have a well balanced day and are able to explore and take part in a wide range of activities. For example, they enjoy completing puzzles, painting, dressing up and imaginative play. At other times, they are able to access quieter activities and when they are tired, have a rest or sleep. They make good use of the enclosed garden and enjoy being able to benefit from fresh air and the ability to let off steam. Babies enjoy ride-on toys, mini climbing frames and balls. At other times, they go for visits into the neighbourhood to visit the play-park to use the larger apparatus, or to the station to see the trains. During snowy weather, the children have an exciting time playing in the snow and looking for 'dragons' behind the trees.

Children respond well to the fair behaviour boundaries set down by the childminder. They have a developing understanding of how to take turns and share. For example, toddlers are reassured and soothed into sharing the toy telephone they are both finding attractive. The childminder supervises them closely to ensure that all children's needs are met and one doesn't dominate the other. They know that they must be gentle with each other and to adhere to the simple 'rules of the house'. For example, they are learning not to climb on the furniture and to be kind to each other.

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
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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 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.