

Inspection report for early years provision

Unique reference number	207373
Inspection date	16/01/2009
Inspector	Sheena Gibson
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 1997. She lives with her husband, who is also her assistant and one child aged 13 years in Ilkeston, Derbyshire. The home is situated at the bottom of a slight hill; access to the house is level to the pavement. The whole ground floor, along with the third bedroom of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. Currently there are seven children on role and four of the children are under five years. Children attend on a part-time basis including before and after school and during school holidays. The childminder walks to local schools to take and collect children. The family has a cat.

Overall effectiveness of the early years provision

The childminder suitable takes steps to provide an inclusive service by valuing each child and supporting their individual needs. A range of policies and procedures have been developed, most of which effectively underpin the childminder's practice. Children's welfare is satisfactorily supported and they make steady progress in their learning and development. The childminder builds positive relationships with parents to ensure consistency for children. Some steps are taken to evaluate practice and the childminder is beginning to plan for future improvement to benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide children with the opportunities to independently select and use a wide variety of resources
- review and update policies and procedures so that they provide parents with accurate information about the provision.

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

- ensure that at least one person who has a paediatric first aid certificate is on the premises when children are present (Safeguarding and promoting children's welfare) 16/07/2009
- ensure that a record of risk assessments is maintained stating when and by whom aspects were checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 30/01/2009

The leadership and management of the early years provision

The childminder is enthusiastic and committed to improving her knowledge and skills. She undertakes various training workshops to develop her practice and this benefits the overall outcomes for children. Children enjoy spending time with her and her husband, who is also her assistant. The childminder and assistant work well together, taking on specific tasks within the provision. This enables them to work together to effectively support children's welfare and learning. The childminder has a positive attitude to evaluating her practice and demonstrates that she has continued to, for example, to evaluate and develop her planning and assessment systems.

Positive relationships with parents results in a valuable two-way system of communication. Parents and carers are provided with some detailed information about the provision. This includes a range of policies and procedures that are implemented by the childminder. However, some of the policies have not been reviewed and updated and are therefore are not giving parents accurate information about factors that may impact upon their child. There is a broad range of resources available for children, which are of good quality and in good condition. The health and well-being of children is well promoted and necessary steps are taken to effectively prevent the spread of infection. For example, a sickness and exclusion policy is shared with parents and the home environment is maintained in a clean and hygienic condition.

Children remain safe through the childminder's vigilance. She carries out informal risk assessments on the environment by checking the rooms regularly. However, she is not fully complying with the requirement to maintain a record of risk assessments on the indoor and outdoor environment and outings. The childminder has a sound understanding of safeguarding children. She has undertaken training and is confident about what would raise a concern. She has developed a policy that is shared with parents and indicates what steps would be taken if required, effectively supporting children's safety.

The quality and standards of the early years provision

Children are happy and enjoy their time at the setting. The childminder has an sound understanding of how to support children's learning and development, therefore they make satisfactory progress. The childminder knows the children well and when organising what to offer them she considers what they enjoy doing. Toys and activities are placed out for children's arrival and therefore, they are not always provided with good opportunities to make independent selection from all available resources. The childminder suitably supports children's learning through, for example, asking some open questions in order to support their language development, she understands how to effectively expand on an activity in order to extend children's learning. For example, children enjoy 'brushing' the childminder's hair, so she gets out the role play hairdressers kit to develop the activity further.

The childminder carries out observations on children, which form clear and

informative assessments of their capabilities. Parents are also involved in the assessment process, offering a valuable consistent approach to children's learning and development. This enables the childminder to ensure that activities include tasks that have been identified as children's next steps. Children have sufficient opportunities that support their development across the areas of learning. For example, they count the number of scoops of 'pasta' it takes to fill the bowl, they explore colour and texture during craft activities, compare and contrast sizes and shapes when playing with the role play and also in the sand. Planning for children is flexible to enable full advantage to be taken of spontaneous activities such as playing in the snow.

Children are secure in the home environment as steps are taken to ensure that no unauthorised persons can enter the indoor or outdoor environment when children are present. The childminder ensures that she maintains a current paediatric first aid certificate. However, her assistant has not undertaken an appropriate first aid course and therefore there is not always someone on the premises with the children who has a suitable first aid certificate. Children are beginning to learn about taking care of themselves. They understand boundaries that keep them safe and are gently reminded, for example, not to put toys in their mouth. Meals and snacks offer a balanced menu, which effectively supports children's health. Children are offered plenty of good quality physical play. They use large and small scale equipment such as bikes, tunnel, scooters, bean bags, balls and hoops that effectively develop their physical skills and support their good health.

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:

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:

- take action as specified in the early years section of the report. (Suitable premises, environment and equipment)

30/01/2009

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:

- take action as specified in the early years section of the report. (Suitable premises, environment and equipment)

30/01/2009

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.