

Inspection report for early years provision

Unique reference number	EY379178
Inspection date	11/02/2009
Inspector	Andrea Caroline Snowden
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 registered in 2008. She lives with her husband and their two children aged six and three in Martlesham Heath, a suburb of Ipswich town. Minded children have access to all rooms in the house except the master bedroom which is excluded at the request of the childminder. The premises are accessible with care being provided on the ground floor.

The childminder is registered to provide care for four children at any one time and there are currently three children on roll. Of these, one is within the Early Years Foundation Stage (EYFS). Care is provided on the premises between the hours of 08.00 and 18.00 each week day. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association. The family keep a pet dog and two Zebra Finches in a cage.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children attending this setting are happy and well cared for. They are making good progress in their learning and development and the childminder knows them very well. Effective partnerships with parents mean children enjoy continuity of care and their individual needs are well met. Omissions in record keeping mean that children's safety and welfare can not always be assured and the tentative self-evaluation means that weaknesses have gone unnoticed.

What steps need to be taken to improve provision further?

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

- ensure the daily register is maintained accurately to reflect the attendance of all children in the setting.

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

- ensure that the required written parental consents are in place in relation to outings and seeking emergency medical treatment (Safeguarding and promoting children's welfare) 28/03/2009
- devise an effective system to ensure self-evaluation is conducted as the basis for internal review to ensure the welfare needs of all children are met (Organisation). 10/04/2009

The leadership and management of the early years provision

Children are cared for by a childminder who is well qualified and clearly understands how children learn and develop. Records in place are generally maintained accurately, but several written consent forms from parents have not been sought. As a result children are taken on routine outings or in the childminder's car without prior written consent and there is no permission to seek emergency medical treatment. As a result children's safety and welfare has the potential to be compromised. The home and garden have been risk assessed in order to minimise hazards and there are clear evacuation procedure to follow in an emergency. The childminder demonstrates a sound understanding of issues surrounding safeguarding children from neglect or abuse and is able to protect children by putting procedures into practice.

The childminder has begun to tentatively evaluate her practice and the setting, identifying two areas for improvements. However, because the system is not thorough in looking at all areas of practice, weaknesses have not been identified nor addressed. As a result children's welfare is not always wholly promoted.

The partnership with parents is good. The childminder seeks clear information from parents prior to care commencing to ensure children's specific needs or requirements are met. There are many opportunities for sharing information to ensure parents are well-informed about their child's day with the childminder, for example, through the informative communication diaries. Parents share in their child's Learning Journey and as a result are aware of the progress being made in the child's learning and development.

The quality and standards of the early years provision

The childminder's home offers a warm and welcoming environment where children thrive in their development. The children are well settled and confident. As parents are actively involved in their learning they are able to enjoy continuity between home and setting and therefore feel secure. The childminder has a very warm rapport with the children, knowing when she should intervene in their play in order to extend the experience or watch from a short distance to promote children's independence and cooperation with one another. Children learn well in group activities and when playing solitarily. They match colours to the dice to complete a train when playing a board game or enjoy peaceful role play as they make a cup of tea in the play kitchen. The childminder observes children in their play to highlight their achieved learning which enables her to plan activities to help children make progress towards the early learning goals. As a result children remain stimulated and challenged and eager to learn.

Children's social development is well promoted in the setting because the childminder takes them to a variety of activities outside the home such as dancing and toddler groups. Children are beginning to use language well to describe what they are doing and the childminder introduces new words to extend their repertoire. For example, she talks about the cows tongue being 'slobbery'. Children

spontaneously count as they press shapes into the playdough and use their problem solving skills well. They enjoy walking in the woods and visiting the farm, raising their awareness of the make-up of their local community, whilst a selection of resources helps promote positive images of similarities and differences. They listen to music and play instruments and enjoy the textures of malleable materials such as playdough and corn flour paste.

Children are introduced to a healthy lifestyle whilst in the care of the childminder. They help her to choose fruit and vegetables and make their own homemade soup. They bake gingerbread men and enjoy a balanced diet at meal and snack times. They exercise frequently, taking advantage of the woods and the large enclosed garden. Children learn about staying safe when out of the home because the childminder talks to them about road safety and stranger danger, and reminds them not to approach strange dogs. Children behave well, and when they express frustration the childminder remains calm and consistent. Boundaries are set and children receive explanations about why their behaviour is not acceptable. As a result children learn right from wrong and the atmosphere is generally calm and conducive to children's learning.

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.	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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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:

- devise a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect (Arrangements for safeguarding the children being cared for) - (Applies to the compulsory and voluntary part of the Childcare Register) 10/04/2009

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 Childcare Register section of the report. 10/04/2009

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 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.