

Inspection report for early years provision

Unique reference number	EY264264
Inspection date	15/01/2009
Inspector	Sue Taylor
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 2003. She lives with her husband, two adult children and one child aged 15, in a bungalow in St Leonards. The children use a playroom, with supervised access to the bathroom. There is currently no use of the garden for outside play. The family have five cats and two dogs.

The childminder is registered to care for six children at any one time, she is registered on the Early Years Register, and both parts of the Childcare Register. She currently minds five children in the early years age range and one child on the voluntary part of the Childcare Register.

The childminder supports children who have English as an additional language. She has a level 3 National Vocational Qualification (NVQ) in Early Years and Education obtained in June 2001 and is an accredited member of the NCMA East Sussex Cluster 'Children Come First' Childminding Network. She does not currently have any children in receipt of funded early education.

Overall effectiveness of the early years provision

The childminder is warm and caring, providing children with positive care in a child centred and homely playroom. She ensures their individual care needs are met. Children's learning and development is supported and they are making progress. Overall, an inclusive and welcoming environment is provided.

What steps need to be taken to improve provision further?

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

- ensure that the fire blanket is attached to a suitable wall for easy access

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

- develop the risk assessment record to ensure it includes each type of outing and identifies aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

13/02/2009

The leadership and management of the early years provision

Systems to support children's learning and development are in place. Tracker books are used to note children's progress, with some observational statements to demonstrate how a child met a specific step. The books do not fully reflect the Early Years Foundation Stage and do not clearly indicate where children actually

are in their progress towards the early learning goals. As a result, it is difficult to note whether they need support or more challenges. However, the childminder knows the individual children well and supports their development and learning, with a range of activities and easy access to play resources. Weekly activities are planned for and many of these are based on children's interests expressed during the previous week. The childminder identifies some next steps for children and incorporates these in children's play or planned activities. She meets with parents monthly to discuss their child's progress, however, they are not actively involved in supporting their child's learning or encouraged to contribute to the assessment process. The childminder actively develops links with other settings, to enable her to support children with their continued learning. Positive relationships develop with parents who are verbally informed about their child's day. The childminder uses her diary to note how the children have spent the day and uses this at feedback time.

The childminder's house is currently being redecorated after the recent move. However, children's safety and security is met as the playroom has a high safety gate at the door and children are supervised as they use the adjacent bathroom. This supervision also ensures they do not touch the cats' litter or food. Children have easy access to the play resources in the child centred playroom. Parents are informed about the childminder's practices from discussion and reading the written policies. These include information about complaints and behaviour management, which is managed well with the childminder using a positive approach. The required documentation, such as the accident record and consents, is in place and organised. Parents are informed about the procedures taken to help prevent the spread of contagious infections. The childminder has an understanding of her responsibilities with regards to child protection. The childminder has a basic risk assessment record; however, some aspects are not yet covered, such as each type of outing. The childminder has begun to record an evaluation of her practices and identified some areas for development. This demonstrates an awareness of the need for continuous improvement. She has met the recommendations from the previous inspection.

The quality and standards of the early years provision

The playroom is safe and secure with children learning to keep themselves safe through clear explanations by the childminder. The safety gate at the playroom door prevents children accessing other areas of the home, without supervision. The home has smoke detectors and the childminder has thought about her evacuation procedures. There is a fire blanket in the kitchen but it is not easy to access. The playroom is clean and has good natural light from the patio doors, which have safety glass fitted. Currently, there is no enclosed area of the garden for children to use for outdoor play, although the childminder has plans to create an area that leads from the playroom. Regular outings to places such as the beach, the woods and the parks help keep children healthy. The childminder has an awareness of the need to take appropriate action when children are ill. Each child has their own towel for hand drying, which helps reduce cross contamination. Children are provided with healthy snacks and drinks. They bring packed lunches that are stored in the fridge, to prevent any perishables spoiling. The childminder

ensures that the playroom is safe for children and the settee helps create a homely environment. Discussion with parents ensures that children's individual care needs are valued and met, for example, with younger children being settled to sleep and in general, respecting children's home language. This helps children feel settled and content.

Children are engaged in a varied range of activities with the childminder. Play resources that help support a young child's physical development are easily accessed; more hazardous activities such as cutting with scissors are supervised by the childminder. Children enjoy sharing books and are encouraged to get involved as they ask questions and make comment. This develops their communication skills and interest in books. Pencils and paper are not freely available but the childminder ensures they are used regularly. Play resources such as play people and a dual language book reflect other people's backgrounds and these help children gain an awareness of the wider world. Children's interests are incorporated in the planning. For example, an activity looking at life cycles emerged from a child noting the butterflies. The children explore a range of textures such as play dough, painting, gluing, cornflour and water. Overall, the childminder's knowledge of individual children helps ensure their learning needs are supported as they play.

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.	2

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?	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?	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)

13/02/2009

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)

13/02/2009

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 or 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.