

Inspection report for early years provision

Unique reference number	153378
Inspection date	28/01/2009
Inspector	Brenda Joan Flewitt
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 2001. She lives with her partner on the outskirts of Bridport, Dorset. The whole of the ground floor is used for childminding, which includes toilet facilities. Sleeping arrangements are provided on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children may attend at any one time. There are currently six children on roll in the early years age group. The childminder also cares for children over the age of eight years. She holds an NNEB qualification and is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children are cared for in a safe and secure, welcoming family home, where they participate in a balance of activities, both inside and out. The childminder promotes ongoing communication with parents to ensure that she is well informed to be able to meet children's individual care needs effectively. She is developing her knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements, and has started an observation and assessment system to help support the children's progress. The childminder has some methods in place to help keep up-to-date with changes and improves her knowledge by attending training courses.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment system to help identify, and plan for, each child's next steps towards the early learning goals
- develop a form of self-evaluation to help identify areas for development, and to ensure a clear knowledge of EYFS requirements.

The leadership and management of the early years provision

The childminder implements policies and procedures that promote children's safety and welfare. She carries out risk assessments of her home to ensure that children move around freely and in safety as they play. Although the childminder carries out a safe outings policy, she is not clear about keeping a record of completing a risk assessment for each type of outing. Children's medication and accidents are well managed. Records are completed clearly and signed by parents to acknowledge. The childminder has a sound understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. She keeps her knowledge up-to-date with regular training, which contributes towards

protecting children from harm.

The childminder establishes positive relationships with parents, which include flexible agreements, on occasions, to suit individual needs. She supplies some written policies for parents, which help to clarify her practice, and there are opportunities to share information verbally on a daily basis. Parents have been made aware of the new assessment system, but their knowledge of their child's achievements have not yet been included. The childminder is in the process of setting up links with other settings that children attend, to share information to support their learning.

The childminder has some methods for evaluating her practice such as reading NCMA publications and sharing ideas with other childminders. However, these are not always effective in identifying areas for development. Children's health and opportunities for selecting toys for themselves have improved, as the recommendations set at the last inspection have been addressed.

The quality and standards of the early years provision

Children are happy, settled and secure in the care of their childminder. They are welcomed into the childminder's home and valued as individuals. They make good relationships with her and each other. Children behave well. From a young age, they are encouraged to display good manners and help pack away equipment when they have finished with it. They receive much praise and encouragement for their efforts and achievements, which helps boost their confidence and self-esteem. Children take part in a balance of adult-led and self-chosen activities. They can easily access a selection of toys and resources to make their own choices. For example, the dressing up clothes are within easy reach and two-year-olds like to act out being 'fire fighters' or 'rock stars'. The childminder joins in with children's play, talking with them which helps develop their vocabulary and start to make sense of the world around them. As young children enjoy manipulating play dough, they start to identify colours and shapes, while using various tools and practising fine motor skills.

Children spend time out of the home everyday at either a toddler group or toddler gym session. This means that they get to meet other children and adults, develop their social skills and use a wider variety of equipment. Children learn about living a healthy lifestyle. They practise good habits for their own personal hygiene through daily routine. Gym sessions give children opportunities to develop large muscle skills with either special equipment or by moving their bodies as instructed. They start to make healthy choices in what they eat through good example and discussion, and have fresh air and exercise on a daily basis. When out and about, children are taught safe procedures for crossing roads and the dangers of talking to people they don't know. All children are involved in practising the emergency escape plan, so that they know what to expect in a real situation.

The childminder is gradually developing her knowledge about the early learning goals. She has started an observation and assessment system, which includes annotated photos of children enjoying various activities. She uses a colour code

system to link these with the six areas of learning, but does not yet use these observations to identify where children are in their stage of development, or to plan for their next steps.

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?	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?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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:	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.