

Inspection report for early years provision

Unique reference number	118964
Inspection date	31/03/2009
Inspector	Deborah Jacqueline Newbury
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 1983. She lives with her partner and one adult child in Sandhurst in Berkshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The property is close to local schools, shops and other community amenities. The family has a dog, a cat and a cockatiel as pets.

The childminder is registered to care for a maximum of six children under eight years old at any one time, of whom not more than three may be in the early years age range. She is currently caring for one child within the early years group. The childminder is also registered to provide care under the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the Bracknell Forest Childminding Network, which has been approved by the National Childminding Association (NCMA) as a quality assured NCMA Children Come First childminding network. The childminder regularly takes children to local childminding groups, parks and the library.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder enjoys warm, friendly relationships with the children in her care and they clearly feel happy and secure. Children have their welfare and learning and development met and they are treated as individuals. They are included, feel valued and welcome at her home. The childminder works in close partnership with parents. She makes some use of self-evaluation to identify strengths and areas for development, although these systems are not yet fully developed.

What steps need to be taken to improve provision further?

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

- continue to develop use of self-evaluation processes to identify priorities for development.

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

- obtain prior written parental consent for each and every medicine before any medication is given
(Safeguarding and promoting children's welfare)

18/04/2009

The leadership and management of the early years provision

The childminder is able to protect children because she has a very secure understanding of safeguarding issues and procedures and is fully aware of the action she should take if she has concerns about a child's wellbeing. Risk assessments for both the premises and all outings undertaken are in place and a daily safety checklist is completed. The childminder implements sensible measures, which have regard for the children's ages and stages of development, to ensure a safe and secure environment.

Self-evaluation is at a developmental stage although the childminder demonstrates a positive commitment to continually improving her childminding service. Since her last inspection, she has completed a National Vocational Qualification Level 3 (NVQ) and has taken advantage of other training opportunities to develop her knowledge of the Early Years Foundation Stage. Daily discussions, written communication diaries, emails, texts and a sharing of the children's progress records are used to keep parents well informed about their children's day and their learning and development. Parents are asked for their views about the childminder's service through the use of questionnaires. Written references from parents indicate how pleased they are with the care provided by their childminder.

Written policies and procedures cover all aspects of care although some paperwork is a little disorganised. Most required documentation is in place. However, medication records do not clearly show that parents give prior written consent for the administration of this, although these records do indicate that parents sign to acknowledge any medication given.

The quality and standards of the early years provision

Children are making continued gains in their learning and development through the provision of a well balanced range of activities and experiences, both indoors and outside the home. These include opportunities for free play as well as taking part in adult initiated activities. Outings to local places of interest and meeting up with children cared for by other childminders enable children to become familiar with the local community and develop their social skills. Visits to the childminder's allotment are a regular feature of the childminding day and provide opportunities for children to learn about nature and explore growth. They frequently cook, take part in art and craft activities and visit the library. Some activities run over a period of time; for instance, helping to create a wormery and planting seeds enables children to observe and learn about change. Children develop their problem solving skills whilst investigating how to put the Duplo bricks together to create models and joining in with number rhymes and songs. Their communication, language and literacy is fostered through conversation, playing with rhyming words and a sharing of books. Children and childminder snuggle up together on the sofa to enjoy stories and sing songs and rhymes. Children eagerly press the buttons on interactive books and respond to the childminder's questions, which encourage them to think critically and express their views. They show interest in the story of Noah's Ark and talk about the different animals featured. They explore creativity

and use their imaginations as they then sit inside a box, pretending it is a boat and that it is pouring with rain. Relationships between childminder and children are warm and friendly and children get on well together. There is lots of laughter as children watch themselves in the shiny surfaces of the kitchen cabinets, whilst they dance and explore different ways of moving their bodies. Children are provided with a good range of toys that have regard for all areas of learning although they cannot easily help themselves to lots of books and puzzles. The childminder puts together a flexible plan of activities to provide a loose framework of proposed activities but adapts this as necessary to ensure she is able to respond to children's interests and meet their individual needs. Observation, evaluation and assessment is used to identify the next steps in children's learning and the childminder ensures her record keeping links to each area of learning. Children's progress records are sent home on a monthly basis and parents contribute to these by recording their observations on their children's interests and achievements at home. This helps to ensure a joint approach to supporting children's learning and development.

Children are supervised carefully but still allowed the freedom to move independently around those areas of the home used for minding. Thus, they develop confidence in their surroundings and display a sense of belonging. They learn how to stay safe as they regularly practise evacuating the premises to develop their understanding of what they should do in the event of an emergency and are encouraged to help look and listen for cars as part of learning about road safety. The childminder makes a point of drawing children's attention to potential consequences of their actions which raises their awareness of possible hazards. For instance, she talks to them about the likelihood of bumping their heads when they crawl under the table and explains why it is not a good idea to play with the door in case they trap their fingers. Children spend time outdoors on a daily basis, so they benefit from fresh air and exercise. Their good health and well-being is promoted effectively as the childminder takes necessary steps to ensure good hygiene and prevent the spread of infection. Children are helped to become independent in managing their own personal hygiene needs. Parents provide meals for their children, whilst the childminder supplies snacks. She ensures that children drink regularly and offers them an element of choice, for instance, in respect of which fruit they have. Children are supported in developing good habits in respect of behaviour. The childminder acts as a good role-model for good manners; she gently reminds children about saying please and thank-you, whilst ensuring she uses such terms herself when speaking with children. Children have opportunities to find out about their own and other traditions and beliefs as well as learning to appreciate the needs of others.

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?	2

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?	2
How well are children helped to stay safe?	2
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?	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:	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

On 23 December 2008 a concern was raised that the provider had not notified Ofsted of changes to her household. This concern related to Early Years Foundation Stage welfare requirement: Suitable people. We asked the provider for details of the current members of her household and found that there were adults living on the premises whose suitability had not been checked by Ofsted. We therefore set an action for the provider to 'ensure Ofsted is notified of any change of the persons aged 16 years or older living or working on the childminding premises'. A satisfactory response to this action was received on 20 January 2009 and suitability checks were initiated for the new household members. We took no further action and the provider remained registered.

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.