

Inspection report for early years provision

Unique reference number	132841
Inspection date	18/06/2009
Inspector	Sue Vernon
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 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 1988. She lives with her husband in a semi-detached house in a residential area of Bath which is within walking distance of local schools and facilities. She uses the downstairs rooms of her house for minding with access to the upstairs bathroom and bedrooms. There is an enclosed front garden for outside play, with additional visits to the local park offered. She attends craft and music groups organised by the local childminding group. The childminder does a walking collection from local schools. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and there are currently eight children in the early years age range on roll who attend for a variety of sessions. The childminder is a member of the National Childminding Association as well as the local childminding group.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder builds sound relationships with parents through discussions and setting-in visits which ensures that she gathers full information on each child's routines and individual care needs. The childminder has started to implement the Early Years Foundation Stage (EYFS) and provides a satisfactory range of play opportunities. The childminder has developed her practice and implemented some improvements since the last inspection, though the self-evaluation process for identifying her strengths and weaknesses is in the early stages.

What steps need to be taken to improve provision further?

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

- further develop observations and planning to ensure each child is being challenged and moved through all six areas of learning
- further develop opportunities for valuing stories, mark making and linking phonics to letters
- further develop opportunities for understanding healthy eating and hygiene routines
- ensure risk assessments are in place for regular outings

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

- gather information on parental responsibility and legal contact for each child (Safeguarding and promoting children's welfare)

17/07/2009

The leadership and management of the early years provision

The childminder provides a safe environment by ensuring that the home has been assessed for possible risks and any hazards suitably minimised. Appropriate safety equipment is in place which enables children to play in a safe and suitable environment. Children enjoy a variety of play activities and regular outings to local groups where they develop their social skills although not all outings have been risk assessed. The childminder has a sound understanding of safeguarding issues and the procedure to be followed should any concerns arise which supports children's well-being.

Relationships with children and parents are well established. Planned settling-in visits and daily discussions help parents/carers feel involved in their child's experience. The childminder supports each child's individual routines such as sleep times and supports any special requirements such as dietary needs which ensures parents feel reassured. A selection of policies and records are in place and shared with parents which builds understanding of procedures though details of parental responsibility are not in place as required. The childminder is in the early stages of establishing systems for evaluating both her practice and the effectiveness of her provision in meeting the care and learning needs of each child.

The quality and standards of the early years provision

The childminder puts out play resources before the children arrive which helps them settle into play smoothly as they separate from parents. Children have some access to choosing play resources for themselves though support for valuing and enjoying a variety of books and stories, mark making for emergent writing and linking phonic sounds to letters is limited. Visits to a variety of local groups build children's social skills and offer some opportunities for craft work. Both boys and girls have access to the play opportunities and children learn about differences through a variety of play figures and some books.

Simple push button and sequence toys as well as occasional use of a computer help children learn the value of technology. The children learn about numbers through counting within simple play activities. The childminder builds their concentration as they discuss the colours of toys as they play. Children learn about changes as they enjoy mixing and cooking cakes together. Whilst the childminder makes some observations about children's play experiences and adds photographs to their record books, there is no clear planning link to the six learning areas in order to provide consistency in moving each child on in their learning journey.

Children are settled in the company of the childminder and respond to her praise and encouragement. She supports their good behaviour and encourages them to share and take turns. She offers regular drinks and fruit for snack time though support for understanding and learning about healthy eating and exercise is not consistently established. Children benefit from regular walks for school collections and opportunities for developing their physical skills through play on a variety of equipment at toddler groups. Policies are in place to prevent the possible spread of

infection and basic hygiene procedures are in place though not used consistently. Children develop awareness of safety issues as they discuss road safety on their walks to and from school and discuss and practise fire evacuation plans within the home.

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met