

Inspection report for early years provision

Unique reference number	100966
Inspection date	12/02/2009
Inspector	Jenny Read

Type of setting	Childminder
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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 1999. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for six children under eight years at any one time. She currently cares for one child within the early years age group on a part-time basis during school term times. She also provides care for one child in the later years age group and two children over eight years. These children attend before or after school during school term times and occasional holidays. The childminder walks to the local school to take and collect children.

The childminder lives with her husband in the Churchdown area of Gloucester, close to local shops, schools, library and parks. The main areas used for childminding are the sitting room, kitchen and dining room and conservatory. One first floor bedroom is used for sleeping. There is an enclosed rear garden with grass and patio areas for outdoor play. The family has two cats. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individual care needs are generally well met as the childminder works closely with parents to ensure she has clear, sound knowledge about children's specific needs and their parents' wishes. Strong focus is given to promoting children's personal and emotional development, although opportunities to mix with other children of similar ages is restricted. Children are well engaged in most activities, although no assessment and planning mean that the needs of children are not always fully met. The childminder makes some use of self-evaluation to loosely identify some key strengths and areas for development but systems are not yet sufficiently robust to ensure that all gaps in her provision are identified. Risk assessments are not complete and the childminder recognises the need to develop these.

What steps need to be taken to improve provision further?

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

- develop the observation, assessment and planning to ensure activities link closely to children's next steps, cover the six areas of learning and track children's progress more effectively
- ensure all the required records contain necessary details, including the names of children and times of each accident and children's times of arrival and departure to show clearly who is present at any one time
- develop the use of self-evaluation to monitor practice and ensure any gaps are clearly identified and addressed

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

- ensure a record of risk assessment is in place for each type of outing undertaken and ensure this is reviewed regularly to ensure all hazards to children inside and outside are kept to a minimum (Safeguarding and promoting children's welfare) 06/04/2009
- ensure the certificate of registration is clearly displayed during childminding hours (Documentation) 13/02/2009

The leadership and management of the early years provision

Children's welfare is enhanced as the childminder is committed to ensuring that her service is inclusive for all families and children receive individual attention. She is flexible and versatile in children's care arrangements to accommodate parents' wishes. The childminder's home is generally well organised encouraging children's choices and independence in their play and learning. Flexible daily routines allow them to experience a selection of activities in the home, although opportunities to develop their knowledge of the wider community are restricted.

The childminder enjoys her time with the children and is committed to updating required training, such as first aid. She has addressed the recommendations made at the last inspection sufficiently. The childminder makes some use of self-evaluation in order to reflect on practice and identify some key strengths and areas for development. This is introducing the childminder to new ways of monitoring the quality of care and children's learning. However, systems are not robust or regularly reviewed against current guidelines to successfully identify all strengths and areas for development. As a result, some weaknesses in practice and a breach of regulation have not been identified. Although thorough safety precautions have been taken within the home to minimise hazards to children, a record of risk assessment is not in place and full risk assessments for each type of outing undertaken are not carried out. Also, knowledge of up-to-date safeguarding procedures is not secure to ensure any concerns are shared promptly to protect children from harm.

All the required records are in place, although the accident, medication and attendance records do not include sufficient details to safeguard children's welfare. In addition, the certificate of registration is not clearly displayed during childminding hours as required. Parents are made to feel welcome and contribute enormously to their children's care and learning through detailed discussion and clear instruction about care arrangements. They receive good information about their children's general care, through useful daily discussion at the end of each day and occasional use of a message book. However, the sharing of information about children's learning and development is limited as there are no systems in place to show children's progress.

The quality and standards of the early years provision

Children have fun, show interest in the toys and take part in enjoyable activities throughout the week. They respond positively to the childminder's interaction and participation in their play and benefit from purposeful modelling of play to extend their skills and learning. For example, children find shapes on the sorter and shake them out with adult support, children eagerly repeating the activity numerous times which leads to them successfully finding the shapes and shaking them out of the sorter for themselves. They develop good independence in their play and personal care. They show assured awareness of daily routines, such as laying on the floor for nappy change and putting the step by the sink to wash their hands before snack time. Although hand washing is not encouraged following nappy routines to introduce younger children to good toileting practices.

Children enjoy structured activities, which the childminder rotates to ensure the programme is varied and interesting. Good, purposeful support encourages children's interests and inspires them to keep trying and develop skills for themselves. Opportunities to explore the wider community and to develop social skills with peers do not take place, meaning children miss out on valuable learning experiences. Children show interest in the inspector's computer, excitedly pressing buttons and observing the changes to the page. However, few programmable or cause and effect toys are available to support and encourage their interest further.

Children have fun with the playdough, prodding and poking the dough and pressing shapes to make patterns. They have fun with the home-made shakers and enjoy listening to the childminder singing familiar songs. The childminder actively encourages children's early communication and language skills, modelling language and narrating their play, sharing books together and responding positively to children's sounds and gurgles. Children are confident and respond positively to frequent praise and encouragement to promote their self-esteem. As a result, children are well behaved.

The childminder places high emphasis on ensuring children play in a secure environment and is very vigilant about potential dangers. The main exits are kept locked at all times and the childminder ensures keys are on her person at all times with additional procedures clearly explained and practised with older children. Children gain sufficient awareness of potential dangers and learn how to keep themselves safe in an emergency through practising the escape plan every other month.

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:

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 and implement a written statement of procedures to be followed for the protection of children and make this available to parents (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 31/03/2009

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 above. 31/03/2009

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

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.