

Inspection report for early years provision

Unique reference number 116392
Inspection date 23/03/2009
Inspector Margaret Moffat

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 1992. She lives with her husband in Marlow, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups.

The childminder may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group all on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make sound progress in their learning and development and are provided with a range of activities which helps them progress in the areas of learning. Children are valued and respected as individuals and the childminder is aware of their individual needs. The childminder demonstrates her commitment to improvement by attending training and completing the recommendations made at the last inspection.

What steps need to be taken to improve provision further?

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

- update complaints procedure to ensure it contains the correct details of the regulator
- further develop observation systems to ensure they are linked to areas of learning and identify children's next steps in learning

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

- ensure a daily record is kept of hours children attend (Documentation) (also applies to both parts of the Childcare Register) 23/03/2009
- carry out a risk assessment on all outings undertaken (Safeguarding and promoting children's welfare) 23/03/2009

The leadership and management of the early years provision

Most required documentation to support children's safety and welfare is available. Records of children's attendance are completed for the week and do not accurately reflect their daily hours of attendance. A risk assessment record is in place to minimise hazards to the children and ensure they remain safe in the home.

However, there is no risk assessment available for outings undertaken. The childminder is aware of her duty to protect the children in her care and is aware of the procedures to follow if she has any concerns about the children in her care. She has attended additional training to further support her knowledge in safeguarding children.

The childminder has started to evaluate her setting using the self-evaluation form, however she has not used this effectively to identify areas for improvement. She asks parents for their views on what she provides by sending out questionnaires and also asking them to complete a separate one with the children. Responses are favourable and parents and children are happy with care, learning and activities they are involved in. As a result of the questionnaire the childminder has made changes to the storage of children's bags and shoes to ensure easier access.

The childminder has a range of policies and procedures which she shares with parents. Although the parent poster is clearly displayed for parents to see, the complaints procedure has not been updated to reflect the correct details of the regulator. The childminder develops good relationships with parents and shares information verbally on a daily basis, regarding their children's care and learning. They have access to children's records and discuss with the childminder how their children are progressing.

The quality and standards of the early years provision

Children access a suitable range of toys and resources to support their development. These are easily accessible to allow them to make choices about what they wish to play with. The childminder rotates toys and activities regularly ensuring children have a variety of different experiences. Children enjoy looking at books and turning the pages. They ask the childminder to read them stories and they sit and listen intently. When they have finished the story children talk about other stories they know and the childminder asks them questions to encourage their thinking for example, asking children to recall what happened in the different stories. The childminder explains to children how things work, helping them get the best out of toys they are playing with, such as binoculars. She informs them that they can see things far away and closer depending on which end of the binoculars they look through. Children are happy to try this out.

Children enjoy looking at flowers in the garden and confidently talk about the colours, the smell and how they have fallen from the tree as it is windy. They show visitors the boxes in the garden where they have planted vegetables and say they are going to grow them and then eat them. They are able to name the vegetables as they look at the packets and seek reassurance from the childminder as to the correct name. This further develops their understanding of healthy eating. The childminder demonstrates an understanding of how children learn and develop. She undertakes observations of the children and uses these with a selection of photographs and text to show how children are developing. However, she does not link the activities she provides to the areas of learning or show children's next steps in learning.

Children appear happy and confident in the environment. As they arrive home from outings they show awareness of the routines, such as removing their coats and shoes and hanging these up on the pegs provided. Children show consideration for others as they offer to help them to remove their boots. Children wash their hands before their lunch and are aware of the reasons for doing this. They develop an awareness of healthy eating through the home cooked meals prepared by the childminder and make choices about the fillings for their sandwiches and the fruit they would like at lunch time. The childminder chats to the children at mealtimes and this helps them develop their social skills. Information regarding children's dietary needs is discussed with parents and any requirements are catered for. Children have regular access to fresh air and exercise as they have opportunities to play in the garden, parks and go for walks in the local area. There is a range of equipment in the garden to support their physical skills and when out walking they explore nature and talk about what they see in the surrounding areas. Children are reminded regularly of the importance of personal safety through discussions with the childminder, who encourages them to be careful when using the scissors. They confidently inform visitors of how they stop, look and listen before they cross the road and how Mr Ron helps them to cross the road at school and he has a big lollipop. Children develop an understanding of right from wrong as the childminder uses appropriate strategies to deal with minor disputes and explains to the children why they should not do something. She is consistent in her expectations of them and children behave well and are polite.

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?	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?	2
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:

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 with regard to documentation 23/03/2009

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 in the early years section of the report with regard to documentation 23/03/2009

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

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.