

Inspection report for early years provision

Unique reference number	EY314319
Inspection date	24/04/2009
Inspector	Janet Butlin
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 has been registered since 2005 and has lived at this property since 2007. She shares the house with her husband and school aged child. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to six children under the age of eight years. There are currently six children enrolled, three of whom are in the early years age range. Areas of the house used for childminding are mainly the downstairs and garden, although children may go upstairs to sleep. There is secure outside play space. The property is in walking distance of schools, pre-schools, parks and places of interest and is also on a bus route. The family have a cat and two rabbits.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning and development is extremely well supported and they are kept very safe due to her diligent risk assessment and her constant supervision. She has all regulatory systems in place although some documentation requires improvement to ensure it is totally clear. The childminder works closely with parents to ensure that children's individual needs are considered and embraced when planning for their development. She reflects on her practice and has undertaken ongoing training as a result. She has identified areas to develop and her capacity to maintain continuous improvement is very good.

What steps need to be taken to improve provision further?

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

- improve documentation to make regulatory consents clearer and easier to access, this is with particular regard to consent for the seeking of emergency medical advice or treatment

The leadership and management of the early years provision

The childminder continuously reflects on her provision and welcomes the support and guidance of the local authority and agencies. She attends training to enhance her practice, for example she has extended her understanding of child protection and food hygiene. She applies what she has learned and has implemented very effective systems to support the delivery of the learning and development requirements. She has completed a short written format identifying areas she would like to develop and has begun to use an electronic system of self-evaluation which she intends to keep updated. She has identified that she wishes to strengthen links with other providers when necessary, continually monitor safety and ensure she meets children's individual needs. This evidences her thoughtful regard for continuing to provide a quality service.

Parents receive daily information regarding their child's care and development. They are fully included as partners in planning for children's progress as they are invited to contribute their own observations. They have daily discussions and also view the records of assessment showing how their child is progressing towards the early learning goals. A clear and detailed portfolio is provided which parents sign that they have read and understood. This clearly sets out how the childminder operates her provision and demonstrates policies and procedures. The childminder liaises with other provisions attended by children whenever she can and has a good understanding of how to seek support from agencies when required. The childminder ensures she obtains sufficient information at time of placement to enable her to respond to children's individual needs and for example, avoid situations that may make them fearful.

Children are secure and confident in the care of the childminder. They learn how to keep themselves safe as good emphasis is given to helping them to understand, for example, road safety and how to negotiate the garden steps safely. They are further protected by the childminder's thorough understanding of the child protection procedures. She has comprehensive, up to date guidance to refer to in the event of having a concern and has undertaken recent training in this area.

The quality and standards of the early years provision

Children are making excellent progress towards the early learning goals in all areas of learning. They have an enthusiastic curiosity and enjoy their activities. Highly reflective and effective procedures ensure that activities support children's progress based on their individual starting points. The childminder is proactive in communicating with other provisions attend by children and plans to strengthen this wherever possible. Thorough, comprehensive plans and assessments are kept, showing that activities cover all areas of learning, match children's unique interests and help them to progress based on individual targets. Children enjoy talking about their games and the childminder supports their early attempts at language and their exploration of sounds by repeating and reinforcing their words. They enjoy making marks and imitating modelled letter writing by the childminder. They explore and investigate technology, for example working out how the toy till works and develop mathematical understanding as they count coins into the till and work out how to fold paper to fit, counting as they do so. They develop their small muscles by joining objects and mastering the use of tools. They strengthen their large muscles by playing outside in the garden and by going on walks and outings. They delight in feeding and caring for the family's rabbits. Children develop role play as they dress their dolls and involve them in imaginary scenarios, they also explore colour as they draw and create artwork.

Children enjoy healthy snacks and meals comprising plentiful amounts of fresh fruit and home prepared food. They have frequent drinks whenever they want one. The childminder ensures that children eat a healthy, balanced diet and is rewarded by their enjoyment of the meals she gives them. Children are protected from the risk of cross infection as they all have their own individually named towel and wash their hands before they eat. They are protected in the event of having an accident

as all systems are in place to record what has happened and the childminder is qualified in first aid. All policies, documentation and regulatory consents are in place. However, the consent for emergency medical advice or treatment is written in a complex way embedded within a description of various procedures and it is therefore not totally clear and accessible. Children are kept safe in the home as the premises are secure. A very accurate record is kept of who is on the premises. Children are confident in the procedure to be followed in the event of having to evacuate the property in an emergency as they rehearse it regularly. Children are polite and very well behaved, responding to the childminder's calm manner and her constant, consistent attention. This helps them to develop skills for the future.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	1
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?	1
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

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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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