

Inspection report for early years provision

Unique reference number	EY272976
Inspection date	01/04/2009
Inspector	Sara Bailey
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 registered in 2003. She lives with her three children aged 14, nine and six years in Galmington, Taunton. She co-childminds with another registered childminder on a full-time basis and on occasions with another. Only the ground floor is used for day care, which consists of designated play rooms as well as the home facilities, including a cloakroom. The first floor is only used for overnight care, which the childminder is registered for one child under the age of eight years. There is a fully enclosed rear garden for outside play and the local park is also used, along with regular outings.

The childminder is registered to care for five children, three of whom may be in the early years age range at any one time, one of whom may be under one year. She currently has two children on roll within the early years age range and one child under eight years. When working with another childminder they may care for a maximum of eleven children, five of whom may be in the early years age range at any one time. Currently they are caring for ? between them. They also care for older children. Both full-time childminders have equal responsibility for the childminding practice.

The childminder holds a Level 3 qualification in Early Years and is a member of Somerset Childminding Network. The family have two cats, which the children have some supervised access to.

Overall effectiveness of the early years provision

The childminder and her co-workers, overall provide good quality provision for children. They provide a child-friendly environment, which is welcoming and makes children feel secure. Co-childminder's work well as a team to promote children's welfare effectively, ensuring they are safe and healthy. Children enjoy a balance of indoor and outdoor experiences, although their learning and development is not yet recorded to show their progress or links to the Early Years Foundation Stage (EYFS). Therefore it is not yet being effectively shared with parents or identifying the uniqueness of each child to ensure play or daily routines are always meeting their individual needs.

What steps need to be taken to improve provision further?

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

- ensure childrens assessment records show starting points, progress and next steps, linked to the Early Years Foundation Stage; implement ways to share these with parents
- expand knowledge and understanding of EYFS to ensure that there is a balance of adult lead and child initiated activities which are suited to individual needs and interests of each child
- ensure that all documenation is well maintained, meets current regulatory

requirements and is shared with parents.

The leadership and management of the early years provision

The childminder and her full time co-minder equally share responsibility for documentation, although the childminder is more dominant and leads discussions and computer based skills such as completing policies and self-evaluation forms on behalf of them both. Most regulatory documentation is up-to-date, clear, available and professional.

The childminders have positive, informal partnerships with parents. They share information through notice-boards, letters and for some children, a daily diary. However, children's assessments do not include information from parents about their children's starting points on admission, in order to record children's progress and share this effectively with parents. Positive links with other settings are being established.

The childminder has a satisfactory knowledge of child protection issues. She has completed training and shares a written policy with parents, which includes procedures to follow in the event of being concerned about a child. Working with a co-childminder gives additional support and promotes safeguarding.

The childminders have completed a self-evaluation in preparation for inspection although it is more of a description of the service and does not identify the same areas for improvement highlighted. However, the childminder is very committed to further training and striving to improve planning and assessment through trial and error of a variety of systems. The organisation of the daily routine is very nursery like, which meets most of the children's individual needs, most of the time.

The quality and standards of the early years provision

Children are encouraged to develop healthy lifestyles as they have regular outside play and benefit from regular snacks and meals provided by both parents and childminders. The cooked evening meal is healthy and nutritious, with fruit and vegetables being promoted alongside easy access to drinking water. The childminder's implement good personal hygiene, through the use of hand gel for staff and liquid soap and individual paper towels for children, to prevent the risk of cross-infection.

Children are learning how to keep themselves safe through discussions and reminders from the childminder's as they play. They learn about fire safety through a visit to the fire station. Children are safely supervised both inside and outside and protected from all potential risks due to comprehensive risk assessments.

Children are provided with a range of exciting planned activities, such as swimming, planting seeds, cookery and craft. The childminder's are very knowledgeable about children's likes, dislikes and home situations. However, sometimes the organisation of groups of children all participating in the same

activities regardless of age and stage of development, mean that individual children's needs are not always met effectively. Children benefit from the co-childminder's working together as they both bring different skills. Children respond positively to the clear routine although sometimes they are not given time to be independent in their everyday tasks such as hand-washing as the childminder sometimes over-directs situations.

Children develop social skills such as sharing and turn-taking through play, which is carefully monitored by the childminder's and dealt with consistently, yet using individual styles, which together meets children's individual needs. Children are praised and encouraged, although behavioural incidents are not recorded to share with parents. Boys and girls have equal access to all resources and activities, which promotes equality of opportunity.

Children's progress is beginning to be recorded using photographs and observations. These are not yet across all areas of learning or sufficiently linked to the EYFS, neither do they show children's starting points to show progress or identify their next steps. Planning is organised to take into account topics and festivals but this is not always age appropriate. Specific children's needs are planned for but sometimes the learning intention is lost due to the grouping of the children. Children benefit from free-play when the childminder's appear more relaxed than structured, adult-led activities, which puts pressure on everyone to participate and have an outcome.

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?	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?	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?	2
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?	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

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.

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