

Inspection report for early years provision

Unique reference number	EY381854
Inspection date	14/05/2009
Inspector	Margaret Davie
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 2008. She lives with her partner and two year old child in Long Wittenham, Oxfordshire. The whole of the ground floor of the childminder's house is used for childminding and an upstairs room is used for sleeping. There is a fully enclosed garden for outside play and the family have a pet dog.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child in the early years age group, part time. She also cares for two children aged over five years to eight years, after school. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children to and from local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder knows children well and successfully promotes many aspects of their learning and welfare. She provides a welcoming environment where all children are treated equally. However, children's welfare is not fully promoted as her understanding of child protection procedures, in line with Local Safeguarding Children Board, is not completely up to date and she has not considered what action she would take if a child in her care went missing. Children take part in a wide range of interesting activities based on their individual needs. However, their access to planned activities to promote their understanding of Problem Solving, Reasoning and Numeracy is limited. The childminder regularly evaluates her setting and has a clear understanding of her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- review the risk assessments for outings, to ensure a procedure is in place to follow in the event a child goes missing
- ensure the daily checks of the garden identify and minimise all hazards to children
- provide hand drying facilities which prevent the spread of infection to promote children's good health
- improve children's access to activities which develop their understanding of Problem Solving, Reasoning and Numeracy

The leadership and management of the early years provision

Daily routines are well organised to provide children with opportunities to be active and enjoy a balance of indoor and outdoor play. The childminder provides a warm

and welcoming environment in which all children are treated equally and with appropriate attention to their individual needs. As a result, her setting is fully inclusive. All required records are in place for the safe and efficient operation of the provision. She has an up to date first aid qualification and permission is in place from all parents, to seek emergency care for their child if needed. Accident and medication records are accurately completed and this information is always shared with parents. As a result, children's good health is well promoted. The childminder checks her home and resources regularly to make sure they are safe for children to use and undertakes regular risk assessments. However, she does not have a procedure in place to be followed if a child in her care went missing. On the day of the inspection she overlooked, while checking the garden, the risk posed to children's safety because the gate accessing the area where building materials are stored was left open. Nevertheless, children learn about the importance of road safety while on walks in the locality and have a basic understanding of how to keep safe during play. For example, they stow their shoes well out of the way as they play on the trampoline. The childminder ensures that all adults in her household have been vetted. However, she is not fully familiar with who should be contacted, in the first instance, if she has a concern about the welfare of a child in her care, to ensure their well being is protected. She has a clear understanding of her strengths and areas for improvement and has taken action to enhance areas of her practice, for example she has applied to attend Safeguarding training. She has addressed all the issues that were in need of attention at the time of her registration, such as obtaining public liability insurance for her setting. She undertakes regular self-assessment and reflects on the quality of her care, taking parent's and children's views into account. As a result, her capacity to improve is good. Parents are happy with the care provided for their children. They receive daily feedback and appreciate the good two-way flow of communication she maintains with them. This impacts positively on children's overall development.

The quality and standards of the early years provision

Children enjoy access to an appropriate range of experiences and resources to promote their learning and development. They make their own choices as they select which toys to play with from the variety that are stored in large, open boxes. For example, they use the large wooden train track or set up the tea set for a tea party. They develop their language as the childminder chats to them and praises their attempts to repeat words. Whilst playing with the medical set, they begin to understand how the body works, as they listen to each other's heartbeat. They learn to share resources as the childminder encourages them to be patient and wait for their turn to use the stethoscope. Children sing simple nursery songs and use a range of materials to develop their creativity. They enjoy playing in the garden and gain an understanding of healthy foods and how to care for living things as they water the strawberry and tomato plants with the small watering cans. Children reinforce their physical development on the large play equipment, for example, climbing up the small ladder to access the trampoline. They learn to manipulate small equipment by using rollers and shape cutters, while modelling with the play dough. While opportunities are used by the childminder to help children gain basic counting skills, such as when they count the petals on a flower,

they have limited planned opportunities to experience activities which develop Problem Solving, Reasoning and Numeracy skills. Consequently their preparation for the future is restricted.

Children are happy and well settled in the childminder's care. She clearly enjoys their company and involves herself in their play, encouraging them to extend their learning, for example, as she encourages them to name the shapes of the play dough cutters. She takes note of children's interests and builds on their experiences to extend their learning by matching their achievements to the requirements of the early learning goals and identifying next steps in their learning. She visits all children in their home before they start attending her setting and as a result has a good idea of their individual needs. Children socialise as they mix with a range of children in her home and go on outings in the locality, for example, to the play group. They behave well and gain an understanding of the world around them as they taste a rice dish from a different country and find out about other cultures in fun ways such as reading stories and celebrating special festivals. Children begin to learn about personal hygiene as they are helped to wash their hands after outdoor play and before eating, using the step to access the sink. However, they all use the same hand towel to dry their hands and as a result are not encouraged to be fully aware of how to minimise the spread of germs. The childminder keeps her house very clean and implements effective procedures to ensure resources are suitable, such as covering the sandbox when it is not in use. Children eat food which is sent from home or cooked by the childminder. She provides a range of healthy snacks like breadsticks and fresh fruit and freshly prepared meals, for example, pasta and homemade sauce. Fresh drinking water is available to children at all times. As a result, their diet is nutritious and well balanced.

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.	2

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?	2
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?	3
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?	3

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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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