

Inspection report for early years provision

Unique reference number	252769
Inspection date	11/05/2009
Inspector	Janice Walker

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 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 1999. She is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school-age children in a village on the outskirts of Newark. The home is within walking distance of local facilities including schools, shops, library and park. It is accessible with car parking available at the front of the house. All areas of the property may be used for childminding although this mainly takes place on the ground floor with sleeping facilities within this area. Toilet facilities are on the first floor. The fully enclosed rear garden is used for outdoor play. The family keep two pet cats. The childminder is registered to care for a maximum of five children aged under eight years, at any one time, three of these may be in the early years age range. She provides care all-year round.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most required documentation to support children's care and to promote their safety and well-being is in place. Sensitive settling in procedures ensure that children have their welfare needs met and take account of their individual circumstances and the childminder carefully organises events to celebrate children's uniqueness ensuring that all are included. She organises her home and uses time and resources effectively to enable children to participate in a wide range of interesting activities although is not yet making effective use of observations and assessments to support their learning and development as fully as possible. She works well with parents and other professionals in relation to children's care needs, but does not yet share the same level of information in relation to their developmental progress. The childminder is beginning to evaluate her provision in order to support ongoing development and improvement of the service she provides.

What steps need to be taken to improve provision further?

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

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child
- extend the systems of sharing information with parents and other providers to better support children's progress in their learning and development.

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

- update paediatric first aid training which is approved by the local authority and consistent with the guidance set out the Practice Guidance for the Early Years Foundation Stage (Suitable People)

25/05/2009

- maintain a record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment).

12/05/2009

The leadership and management of the early years provision

The childminder has appropriate systems in place to support the smooth running of her business. Policies and practices are shared with parents during the admission process and daily routines are organised around children's individual needs so that they are cared for in line with those they have at home. Most required documentation is in place and children's records contain relevant information which enables the childminder to meet their individual needs, particularly in relation to their welfare. The childminder establishes close relationships with parents, she discusses the care of their children in detail and records relevant information. She makes time at the beginning and end of the day to share details about their care but does not yet give the same emphasis to children's learning. She has strong links with other provisions that children attend and keeps abreast of their general events although has not yet established systems for sharing information about individual children's learning and development.

The childminder shows a commitment to the continual improvement of her provision. Since her last inspection she has acquired additional information regarding child protection procedures which increases her ability to respond appropriately to any concerns she may have regarding children's well-being. The acquisition of toys and books which promote positive images of race, culture and gender and ongoing use of these helps to raise children's awareness of differences in society. She has also made improvements to the home which provides more space for children to comfortably eat, rest and explore their toys. She is currently developing systems for monitoring the quality of her provision. A recent self-evaluation facilitated her in identifying strengths and any areas for future development and she is establishing methods of gathering information to increase her knowledge in order to influence her practice and improve outcomes for children. The home is safe and secure and clear procedures have been considered to ensure that the childminder can respond swiftly and efficiently to emergencies. She undertakes daily safety checks of all areas prior to use by children to identify and minimise possible risks and ensure appropriate safety equipment is in place. The risk assessment however, is not in writing which is a requirement of registration.

The quality and standards of the early years provision

Children make steady progress in their development as they play and explore with a wide range of age-appropriate toys. They openly express their affection for the childminder and have developed warm and trusting relationships with her. This enables them to confidently express their thoughts and needs. The childminder

offers good levels of interaction which supports children's developing language and social skills. Her good organisation of resources enables them to make their own decisions regarding their play and they freely and independently move around their identified play space engaging with their chosen toys. The childminder plans regular activities and outings which offer new experiences and provide wider learning opportunities. Regular visits to toddler groups, the local library and shops support their developing social skills as they interact with other young children whilst trips to the park provide different physical challenges. Children particularly enjoy painting activities, exploring the texture of the paint with their hands and watching the changing colours as they mix them together. The childminder makes general observations of children's development and achievement. However, whilst sometimes she carefully plans some activities to provide specific challenges for children, she is not yet routinely making effective use of her observations to help her to identify and plan activities which promote their next steps in learning.

Children's welfare is generally promoted well. Although the childminder has allowed her first aid training to lapse, which means that she does not fully meet the requirements for registration, she has appropriate arrangements in place to ensure that she can respond to accidents and emergency situations. Children are cared for in a clean and well-maintained environment and daily routines support them to establish good personal hygiene routines. They have regular opportunities for fresh air and exercise and the childminder liaises with parents to ensure that they have a well-balanced diet over the course of the day and that their dietary needs are met. Through discussion and practical experiences, children begin to learn about possible dangers within the home and how to keep themselves safe. For example, they learn to safely go up and down the stairs, know why they are not allowed to sit on the bar stools and practise the emergency evacuation procedures. The childminder makes appropriate use of safety equipment which enables children to freely and safely move around and explore their toys and play materials. They access a range of books and toys that reflect positive images of the wider world and therefore develop awareness of differences in society. The childminder manages children's behaviour well with lots of praise along with good levels of interaction and support. Because of this, they also learn to share and take turns and learn right from wrong.

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

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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:

- update paediatric first aid training which is approved by the local authority and consistent with the guidance set out the Practice Guidance for the Early Years Foundation Stage (Qualifications and training). 25/05/2009

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:

- update paediatric first aid training which is approved by the local authority and consistent with the guidance set out the Practice Guidance for the Early Years Foundation Stage (Qualifications and training). 25/05/2009