

Inspection report for early years provision

Unique reference number	EY384955
Inspection date	16/03/2009
Inspector	Samantha Hunt
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 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and 7 years in Thame, Oxfordshire. All areas of the home are used for childminding, with upstairs used for sleep and toileting only. There is a fully enclosed garden for outside play.

The childminder is registered to care for five children at any one time. She is currently caring for seven children in the Early Years age group, all on part-time basis. She takes children to local parks, libraries and toddler groups. The childminder walks to local schools and nurseries to take and collect children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children play in a warm, friendly environment, with easy access to most toys and resources to support their individual needs. The childminder plans a flexible routine of activities and experiences to support children's development. She is developing partnerships with parents and there are sound systems in place to ensure they are aware of their children's care and learning. Although the childminder is able to identify some of her strengths and weaknesses she does not have a robust system in place to monitor or evaluate her practice effectively.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the early learning goals and share children's developmental records with parents to ensure children's learning is promoted effectively.
- keep a record of children's existing injuries to further safeguard and promote their welfare
- develop effective systems to monitor and reflect practice to ensure all children's individual needs are met
- improve procedures for recording children's attendance, ensuring they are a true reflection of the hours children attend

The leadership and management of the early years provision

The childminder has a positive approach to her childminding, and demonstrates a wish to provide a positive experience for all the children. Although the childminder has yet to effectively monitor and reflect on her practice she is able to recognise that self evaluation will aid her practice and improve her provision. She has only been childminding for the last four months and shows a sound understanding of the documents she is required to keep in order to safeguard and promote

children's welfare. She acknowledges she needs to extend her own knowledge particularly of the early learning goals to ensure she is always supporting children's play and learning. There are clear procedures in place to record medication administered to children, accidents and records of the children's attendance. However records relating to children's attendance do not always accurately reflect the hours children attend.

Children are cared for in a safe, clean environment. The childminder carries out a daily visual check of her home prior to children arriving and uses safety features such as stair gates and socket covers effectively to minimize risks to children. Formal risk assessments are recorded and reviewed on a monthly basis and ensure items such as smoke alarms are in working order. The childminder shows an understanding of safeguarding children. She is aware of the signs and symptoms to alert her, however she does not currently record any existing injuries children sustain outside her care. She holds an up to date copy of her Local Safeguarding Children Board procedures to refer to should she have a concern and shares information with parents to inform them of her duty to protect children.

The childminder is beginning to form positive relationships with parents. She shares all policies and procedures related to her setting with them prior to children starting and is happy to provide them with their own copy if they wish. Policies include how to make a complaint and what happens if their child is sick. The childminder collates information with parents about their children's individual needs and gives verbal feedback daily about their child and the activities or experiences they have had. However, the childminder has yet to share observation records of the children and their development with parents.

The quality and standards of the early years provision

Children are clearly at ease in the childminder's care and play happily with and without support. They are confident to make their needs known or seek a cuddle when they wish. The childminder demonstrates a clear understanding of children's individual needs and shows children warmth and kindness. Children begin to use their imaginations as they drive their car across the lounge and make cups of tea for the childminder. Children have opportunities to mix with other children both in the setting and when meeting up with other child minded children. They clearly enjoy sharing books and stories with the childminder, freely choosing a Mr Men book they want to share with her. Daily walks to school, nursery or the park provide children with access to fresh air and exercise. Regular use of local parks and large play equipment helps children to develop their physical skills further. The childminder engages herself well in children's play and learning. For example she encourages children to identify what colour the carrots on the wall chart are or to tell her the letter their name begins with. She shows a sound understanding of the early learning goals and has begun to carry out regular observations of the children to help her identify their next steps in learning.

Children develop an understanding of how to behave because the childminder sets clear boundaries and shares the rules of her home with them. Children share toys well and show kindness to one another as they play. For example sharing a story

with a younger child whilst the childminder refills drinks or chats to the inspector. The childminder gives children positive praise and encouragement as they play, which helps them to feel valued and builds self esteem. Children become aware of their own safety as they regularly take part in the emergency evacuation procedures with the childminder. They confidently recall what they must do if the bell goes off and point to the door they must leave by. The childminder ensures exits are kept clear and keeps keys for locked doors and windows on high level hooks close by so that she can easily access them.

Children develop a good understanding of being healthy through discussion and practice with the childminder. For example children know to remove their shoes when they come from nursery to help keep the floor clean. Younger children have nappies changed at regular intervals or as required throughout the day. The childminder ensures she wipes down the changing mat and disposes of nappies effectively to minimise risks to children health. Gentle reminders from the childminder help children to remember to wash hands after using the toilet. Easily accessible equipment such as soap, steps and individual hand towels support good health and promote independence skills.

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?	2
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

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

Since the last inspection/registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.