

Inspection report for early years provision

Unique reference number	EY365232
Inspection date	03/04/2009
Inspector	Anna Davies

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 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 was registered in 2008. She lives with her husband and three children aged eight months, nine years and 11 years in a new township just outside of Peterborough, Cambridgeshire. The ground and first floor of the childminder's three-storey house is used for childminding and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time. There are currently two children on roll, both of whom are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The house is within walking distance of local amenities such as schools, shops and parks. The family has no pets.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder creates a safe, very clean and well-maintained environment for children. Children are appropriately engaged in a suitable range of activities that covers all areas of learning and share warm relationships with the childminder, although planning and assessment procedures require development in order to ensure that each child's learning potential is fulfilled.

The childminder has formed sound partnerships with parents and is beginning to understand the importance of working with other providers to promote consistency of care and learning for those children who attend more than one setting. Although the childminder has only been caring for children for a short time she has begun to self-evaluate her practice and is committed to improving and developing her provision further, although necessary documentation that is required to be kept has not been identified.

What steps need to be taken to improve provision further?

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

- develop planning and assessment arrangements, this relates to ensuring observations and assessments are linked to the areas of learning and used to identify children's next steps of learning to plan relevant and motivating learning experiences for each child
- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further promote and support children's learning and development between settings
- develop the use of systems to self-evaluate the provision and identify

strengths and priorities for further development.

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

- conduct a risk assessment and review it regularly. Ensure that it identifies aspects of the environment that need to be checked on a regular basis and that a record is maintained of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 24/04/2009
- carry out a full risk assessment for each type of outing undertaken with children (Safeguarding and promoting children's welfare). 24/04/2009

The leadership and management of the early years provision

The childminder organises her home to ensure that children have suitable opportunities to choose their play and be independent. All furniture, equipment, toys and resources are in excellent condition. She ensures daily routines take account of children's individual needs and routines, providing activities both within the home and outdoors in the local community. Most of the required documentation is in place to promote children's safety and welfare. The childminder has taken necessary steps to minimise potential hazards in her home and whilst on outings so that children are cared for in a safe environment. However, she does not keep a sufficiently detailed record of risk assessments for the premises and garden or for each type of outing she undertakes with children. Children are protected as the childminder has a secure understanding of the procedures for safeguarding children; she knows what to do in the event of any concerns.

Children's individual needs and care are met as the childminder discusses these with the parents as children settle in and on a daily basis; she makes time to share information about the children's day and their achievements. However, partnerships with other providers also delivering the Early Years Foundation Stage to children in the childminder's care, have not been established to further promote and support children's learning and development between settings. Parents speak favourably of the care offered to their children and the homely and welcoming environment provided by the childminder.

This is the childminder's first inspection since registration; she is beginning to understand what is required for self-evaluation and is committed to continuously improving her childminding provision. For example, she has developed a range of resources to enhance outdoor learning, such as provision for children to grow their own seeds and has purchased materials to make a 'water catcher' so that children can learn about recycling water. However, these systems require further development to ensure that they provide the childminder with a secure platform

from which to develop her practice and so further promote positive outcomes for children.

The quality and standards of the early years provision

The childminder ensures that children enjoy a suitable range of activities both inside and outside of her home. She has a sound understanding of learning through play and supports children appropriately as they explore the toys and resources in her home and take part in planned activities such as arts and crafts. She is flexible in her approach and takes her lead from children's interests and wishes about the activities they wish to participate in. Her active involvement in children's play and activities enables her to promote their communication skills through discussion as they enjoy role play together, and their basic number skills as they draw together. Planning and assessment procedures are in the very early days. The childminder has begun to record general observations of children's activities and learning, together with photographic evidence. However, observations are not linked to the areas of learning or used to identify children's next steps of learning to plan relevant and motivating learning experiences for each child.

Children are very comfortable, happy and settled in the childminder's care. They feel valued as the childminder suggests that their 'special work' is displayed on the board. They have suitable opportunities to mark-make for example as they draw around stencils and learn to write their own names. They confidently express and convey their own ideas and opinions, particularly through their role play. Children use number language in play as they describe the '10 crispies' they are feeding their doll. They are encouraged to learn about their environment as they regularly purchase bread from the shops and feed the ducks at the nearby lake. They understand how things work, describing that when the doll's batteries work they make the doll cry. Children enjoy opportunities to develop their physical skills at the park and talk confidently about the many steps they have to climb up the climbing frame. Children's creativity is valued as they draw and create their own pictures and are developing a sense of humour as they colour the childminder's hair blue in the picture they have drawn of her.

The childminder encourages children to keep safe for example by using everyday opportunities when out and about to ensure that they learn about road safety. Children confidently talk about fire evacuation procedures, that they must 'stay together' and 'not run' as they leave the house. Appropriate hygiene routines are maintained to promote children's good health. For example, children are encouraged to follow good hygiene routines; they are reminded to use soap when washing their hands. Nappy changing procedures are effective in reducing the risk of cross-contamination. Parents are asked to supply food for their children and guidance is given by the childminder both verbally and in writing within the 'food and drink' policy, about her duty towards promote healthy eating. Drinks are freely accessible to children which ensures that they remain well hydrated. Suitable procedures are in place for recording accidents and medication when necessary; the childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification. The

childminder demonstrates a suitable understanding of behaviour management and frequently praises and encourages children throughout her interaction with them.

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

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:

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 24/04/2009

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 24/04/2009

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 registration.

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.