

Inspection report for early years provision

Unique reference number	105071
Inspection date	06/04/2009
Inspector	Susan Ennis
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 registered in 1998. She lives with her husband and three children aged 15, 19 and 22 in Luton, Bedfordshire. The whole of the ground floor and the first floor bathroom and main bedroom of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Accessibility to the premises is via one small step. The family has no pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has made links with the local pre-school and collects children from the local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a generally safe and welcoming environment for all children and ensures that they are all included and supported. She offers continuity of care often caring for the siblings and children from when they were young babies. Children make suitable progress in their learning and development because the childminder's flexible approach to planning generally meets their individual needs. She has started to evaluate her practice and is consequently able to make changes to improve the daily care and experiences she offers the children, parents and carers.

What steps need to be taken to improve provision further?

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

- develop the use of planning ensuring that all the areas of learning are covered and make further use of children's starting points, observations and assessments to demonstrate children's progress towards the early learning goals
- develop further the use of reflective practice to identify the settings strengths and areas for improvement
- improve children's knowledge and understanding of the wider world.

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

- conduct risk assessments of the premises, garden and for outings and review them regularly (Suitable premises, environment and equipment). (Also applies to the compulsory and voluntary parts of the Childcare Register).

20/04/2009

The leadership and management of the early years provision

The childminder has started to implement positive systems to monitor and evaluate her practice. She completed the self-evaluation form before inspection highlighting her growing awareness of her strengths and the areas for improvement. She has a positive attitude to the changes within the Early Years Foundation Stage and has the capacity to improve further. However, this is an area requiring further development. She has created a trusting and friendly relationship with parents and carers ensuring that all relevant information is shared with them. Regular verbal communication and photographs of the children enjoying the activities informs them about their child's progress and welfare. Parents are encouraged to share any concerns and are made fully aware of the childminder's policies including the complaints procedure. The childminder has started working with other settings to provide continuity of care for the children. When children have difficulty in fastening their shoes at another setting the childminder practices with them until they can manage confidently, and are able to show those at nursery their progress, receiving a 'well done' for their efforts.

The childminder has most procedures in place to ensure that all children are generally protected. For example, she has attended update training on safeguarding children and has all the required contact numbers for reporting concerns. She has the emergency contact numbers for all the parents and only releases the children into the care of the correct adult. Children move freely around the premises because the childminder takes most steps to minimise the hazards and supervises them at all times. Daily safety checks are completed before the children arrive. However, as full risk assessments of the premises, garden and for outings attended by the children are not presently carried out, their safety is compromised.

The quality and standards of the early years provision

The childminder offers a suitable range of opportunities to support the children to make satisfactory progress in the areas of learning and development. Her flexible approach to planning ensures that children's likes and dislikes are responded to and their ideas valued. For example, when children ask the childminder if she can make a dinner chart she encourages them to make it themselves building their independence and confidence as they do so. However, the planning does not currently identify the areas of learning covered or the children's individual needs potentially leading to areas of learning being missed and limiting children's progress. The childminder is generally aware of where children are in their learning and knows what to offer them to promote their development. However, there is currently limited information demonstrating children's progress towards the early learning goals. Therefore, children's individual needs and their next steps within all the areas of learning are not effectively met.

Children are soundly stimulated by the childminder who offers them a varied range

of inside and outside opportunities. They enjoy visits to the local parks and play areas increasing their physical skills and their knowledge and understanding of the natural world is developed as they visit the local farm to see the animals. They extend their computer skills as they copy the inspector by getting out their own toy laptop and learn which letters to press for their name. They develop their number skills as they thread shapes onto string and place pieces the right way up in a puzzle. Their creativity is clearly encouraged as there is a suitable range of resources for them to use, to develop their imaginations. The childminder supports the children in the activities whilst encouraging them to try things for themselves, promoting their independence and self-esteem. For example, they are supported to write their name on an Easter card copying the letters written by the childminder.

All children are treated with equal concern and respected individually. Their understanding of diversity is soundly encouraged as they play with dolls and look at books about different ways of life. However, their understanding of the wider world is not currently soundly developed therefore their knowledge is limited. The childminder is able to provide care for all children and promotes an inclusive environment. Children clearly enjoy their time with the childminder and have forged great friendships with her and each other. They laugh together, share toys and are kind to one another. They are encouraged to use appropriate behaviour and know the childminder's facial expression when they are doing something that is unwanted.

Children's health and welfare are positively promoted as the childminder takes steps to minimise the spread of infection and develop children's understanding of healthy living. They are becoming aware of their own safety as they learn to climb the slide from the correct end and practise road safety when out and about. They also learn the emergency fire drill through playing a game made up by the childminder which asks them to place themselves on a drawn plan of the house and explain their route out in the event of a fire.

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:

- take action as specified in the Early Years Register section of the report (Suitability of safety of premises and equipment). 20/04/2009

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 Register section of the report (Suitability of safety of premises and equipment). 20/04/2009