

Inspection report for early years provision

Unique reference number	142219
Inspection date	02/07/2009
Inspector	Beverly Anne Brimble
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 1996. She lives with her two children aged 14 and 12 years, in a four bedroom terraced house in Frome, Somerset. The ground floor is used for childminding which includes a lounge, dining room, conservatory and kitchen. Sleeping and toilet facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family have one cat, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time, of whom three can be in the early years age group. There are currently four children on roll in the early years age group.

Overall effectiveness of the early years provision

Overall the quality of the early years provision is good. The children have formed loving relationships with the childminder and enjoy being in the comfortable surroundings, where they play happily. The childminder shows sensitivity to the children she cares for and this helps to promote their sense of belonging and inclusion. She understands the needs of each child through the close partnerships that she has with the parents and each child is treated as a unique individual. All children make good progress in their development and learning in line with the requirements of the Early Years Foundation Stage (EYFS). The childminder is beginning to reflect on her practice and is committed to improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems of self-evaluation to identify areas for improvement
- provide a better balance of indoor and outdoor activities.

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

- complete an appropriate paediatric first aid course and obtain prior written permission from parents before administering medication to children (Promoting good health)
- obtain information from parents as to who has parental responsibility for the child and keep a record of children's existing injuries (Safeguarding and welfare)

03/08/2009

16/07/2009

The leadership and management of the early years provision

Generally clear and effective policies and procedures are in place to protect children. The childminder is aware of her responsibility to children in the area of child protection and she keeps information such as local contact numbers up to date in order to make a speedy referral should the need arise. There are systems in place to record information relevant to children's care and welfare including accident and registration records. However, details of existing injuries, permission to administer medication and who has parental responsibility for each child are not maintained as written records, which is a requirement. The childminder gives good priority to keeping children safe through conducting risk assessments of the environment indoors, outdoors and any outings. The childminder accesses training courses and workshops to help develop her knowledge and skills whenever possible. However, despite efforts to renew her first aid certificate prior to the present one expiring, there is a short time where she is without a current certificate in place. However she is confident in administering emergency first aid.

The childminder has a very good knowledge of each child's background and needs. She communicates closely with parents to ensure continuity of care and appropriate support for the children. An informative and detailed portfolio, which includes details of all the childminding policies and procedures means parents are kept well informed about the service provided. Plenty of two-way conversation takes place to ensure parents know what their children have done and achieved throughout the day. The childminder adopts a professional approach and links are being established with other early years settings children attend, this enables children's care and learning to be consistent.

The childminder acknowledges the importance of self-evaluation and has started to evaluate her provision, highlighting that she wishes to improve the facilities for outside play. However, the evaluation systems used are not yet fully developed to identify and monitor all areas for improvement, such as, required records. Since the last inspection the childminder has improved information for parents and safety as a result of the recommendations made regarding written agreements, displaying her certificate and appropriately positioning a fire blanket.

The quality and standards of the early years provision

The children are very well settled with the childminder and are becoming confident. They play happily in the conservatory and young children independently crawl around reaching for toys and attempting to pull themselves up on the furniture. The childminder encourages children's language skills as she copies their vocalisations, a young baby delights in this and makes more sounds for her to copy. The childminder gives children support in their play and introduces them to early problem solving skills. For example, a child enjoys taking apart construction bricks that the childminder has put together, so when the bricks are handed back to her, she keeps putting them together responding to the child's interest and then encourages the child to put them together. The childminder offers lots of indoor play opportunities, outings into the local area, trips to the park and some outside

play in her garden. However, an equal balance between indoor and outdoor play activities when the childminder is at home has not yet been achieved. The children develop strong bonds with the childminder who recognises their differing needs. When the children are upset or tired she gives reassurance and lots of cuddles, making the children feel secure and at ease.

The childminder has a secure understanding of how children develop and what she can do to promote development across each of the six areas of learning. Children achieve well in their learning and development because the childminder uses the EYFS guidance regularly to check their progress towards the early learning goals and set new challenges for them. The childminder bases the weekly routine around the children's needs with opportunities for adult-led activities and free choice play from a wide range of accessible toys and resources.

Children are cared for in a home which is clean and safe. They are encouraged from an early age to develop good personal hygiene habits, for example, the childminder helps them to clean their hands with wet wipes before eating and encourages older children to wash their hands after using the toilet. Children are adopting healthy routines as they are frequently in the fresh air walking to different amenities or playing in the local park using large play equipment. Parents provide all the meals for their children, and the childminder ensures that they are stored correctly and heated appropriately, she has recently attended a food safety training course. Drinks are available to the children throughout the day to ensure they remain well hydrated. Children behave well and the childminder helps them to learn good, socially acceptable behaviour by giving lots of praise, encouragement and positive re-enforcement. She is extremely consistent with house rules, especially those which relate to children's safety such as the youngest children learning to keep away from the back door step so they do not fall down.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met