

Inspection report for early years provision

Unique reference number	322592
Inspection date	14/05/2009
Inspector	Julie Firth
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 1997. She lives with her husband and twin boys aged 15 years. The lounge and the kitchen/ dining area on the ground floor are used for childminding purposes. There is a rear garden available for outdoor play.

The childminder is registered to provide care for a maximum of six children at any one time. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll who attend for different sessions. Of these, three of the children are in the early years age range. The childminder is beginning to establish links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework.

The childminder is member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder promotes children's welfare and learning and provides a suitable, safe and inclusive environment. Children have access to some fun activities which support their learning but planning, observation and assessment are in the early stages and not fully developed. She reflects on her practice but formal self-evaluation systems are not yet fully in place. Therefore gaps in some aspects of the provision are not identified. There is a good working relationship with parents and they are generally kept informed of their children's daily routines, care and learning.

What steps need to be taken to improve provision further?

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

- establish a system to monitor the provision through self-assessment in order to identify targets for improvement
- develop observation and assessment systems to track children's progress
- further develop planning around the six areas of learning challenging and maintaining children's interests
- ensure that children are aware of the fire procedures and emergency evacuation.

The leadership and management of the early years provision

The childminder is enthusiastic and a structured daily routine suitably promotes children's welfare and meets their needs. In the main, the childminder's home is organised to give children opportunities to become independent. Some written policies and procedures are in place. However, few contain omissions. Records for the children are detailed and stored securely to maintain confidentiality.

An inclusive and welcoming service is provided for all children. The childminder gathers information from parents to ensure she has a good awareness of each child's starting points. Parents are provided with a sufficient information about their children's care, learning and development. For example, the childminder maintains a daily record of children's activities and they are beginning to comment on their children's progress. They receive daily information on the care of their children through verbal feedback at the end of the day. However, the childminder has not fully developed systems with external agencies or other providers .

The childminder attends regular training. She recognises the importance of continuous improvement and is beginning to identify the strengths and weaknesses of her provision. However, she does not have a system in place for evaluating her provision.

The childminder is aware of safeguarding issues and procedures. She is able to recognise the signs and symptoms of abuse. However, there are no written procedures in place or phone numbers of who to contact if there is a concern.

The quality and standards of the early years provision

The childminder demonstrates a sufficient understanding of the Early Years Foundation Stage framework. Children are happy and settled in the childminder's care. She is starting to observe children at play and planning is beginning to cover some areas of learning. However, this is not fully developed to challenge and stimulate the more able children in her care. Furthermore, assessment does not clearly indicate how children are progressing across all areas of their learning. Resources are generally accessible to enable children to make choices about their play. There are sufficient resources to help children gain an understanding about the wider world.

The childminder develops warm relationships with the children and encourages children's social and emotional development as they mix with each other in her home. Furthermore, they help to tidy away toys and dress themselves. The childminder reads to the children and asks them questions. She ensures that they have sufficient opportunities to make marks and use sounds. Furthermore, they use some number in rhymes and puzzles and have access to shape sorters. Children take walks into the community and enjoy feeding the ducks. They are keen to plant their seeds to watch how a plant grows. They show an interest in battery operated toys that make sounds and light up and programmable equipment.

Children enjoy playing imaginatively with dolls and prams and have access to a suitable range of resources to express their creative ideas, such as paint and collage materials. They explore colour and texture as they create an Easter bunny and cards for special occasions. The rear garden provides opportunities for fresh air and exercise, and children visit the local park to use large equipment to balance and climb.

There is sufficient space indoors and outdoors for activities and to allow children to move around the premises. The childminder encourages the children to adopt sensible hygiene routines, such as washing their hands at appropriate times of the day. The children are treated appropriately for minor injuries and parents give written consent for emergency medical treatment. Children are provided with nutritious snacks and regular drinks to promote their growth and development. They sit together at snack times which provides a social occasion using good manners, such as please and thank you. The childminder respects parents' wishes as they bring their own foods for the children. The premises are safe and secure and assessed regularly. There is an emergency fire evacuation plan in place. However, there is no written evidence of it being practised with the children.

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:

- keep and implement a written statement of procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (applies to both parts of the Childcare Register) (W.1)

28/05/2009

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:

- keep and implement a written statement of procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (applies to both parts of the Childcare Register) (W.1)

28/05/2009