

Inspection report for early years provision

Unique reference number	EY386349
Inspection date	29/06/2009
Inspector	Angela Margaret Ellis
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 2008. She lives with her partner in Tingley, close to shops, parks schools and public transport links. She uses all of her downstairs rooms for childminding and has a designated playroom. Toilet facilities are available on the first floor. There is an enclosed garden accessible to children for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 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 Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The home provides a welcoming, well-resourced and safe environment. This enables children to make sound progress in their learning and development and most aspects of their welfare are promoted appropriately. The childminder meets the individual needs of children irrespective of background or ability. She does this by developing positive relationships with parents and children and this contributes to inclusion, meeting children's needs consistently and providing continuity of care. The systems in place to reflect on and evaluate practice in order to maintain continuous improvement are in their infancy.

What steps need to be taken to improve provision further?

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

- develop a system of self-evaluation in order to identify strengths and weaknesses and maintain continuous improvement and demonstrate how children's and parents' views contribute towards it in a meaningful way
- extend the range of resources that reflect positive images of others and disabilities
- use the observations and assessments from others delivering the Early Years Foundation Stage to identify learning priorities within the planning
- continue to develop the observation and assessments of individual children's progress to identify next steps of children's learning in order to inform future plans
- ensure that observations are matched to the expectations of the early learning goals.

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

29/06/2009

The leadership and management of the early years provision

The childminder has made an enthusiastic start to her childminding career and clearly enjoys caring for children. She demonstrates a reasonable commitment to continued professional development. She does this by keeping up to date with current childcare practice through publications and links with other childminders with whom she meets and discusses current practice and emerging issues. However, steps have not been taken by the childminder to develop a system of self-evaluation in order for her to demonstrate that she is reflecting on her practice and identify strengths and areas for improvement within her service.

A sound partnership with parents contributes to providing continuity of care for children. Friendly exchanges were observed and children clearly benefit from this partnership, for example, they settle well when they arrive, which enhances their experience and makes it a positive one. Parents are kept informed about their child's activities through daily verbal discussion. Sharing this information with parents allows the childminder to meet the child's ever-changing needs and keeps both parties informed.

The childminder demonstrates a sound knowledge and understanding of how to implement the procedures for child protection to ensure that the well-being of the children is maintained. She is fully aware of, and implements, a procedure to ensure that a Criminal Records Bureau (CRB) check is obtained for all adults over 16 years of age in the home.

Most of the records required and a few policies and procedures devised for the safe and efficient management of the early years provision are maintained. However, prior written consent from parents for seeking emergency medical advice and treatment was not available for the children, which means that the requirements are not fully met. There are clear procedures for conducting daily checks. Any hazards highlighted through the risk assessment process are minimised or eliminated for indoors, outdoors and outings.

The quality and standards of the early years provision

Children's health and well-being is appropriately promoted enabling them to lead healthier lifestyles. They have regular access to fresh air and exercise through visits and outings, for example, to the local park and walks to the reservoir. They learn the importance of cleanliness through appropriate daily hygiene routines and have been involved in creating their own designs on individual hand towels, so that they know how to recognise their own. The home is clean and well maintained.

Children begin to learn the benefits of eating for their healthy growth and

development as they are offered nutritionally balanced meals and snacks. The childminder works with parents to meet all dietary requirements and routines. She sits with the children at meal times, which promotes a relaxed, social time and they are encouraged to eat at their own pace and enjoy their food.

Children have a balance between freedom and safe limits. The childminder understands that suitable types of activities and appropriate levels of support give the children confidence to take risks and try out new skills. She knows their capabilities well. They learn how to evacuate the home safely in an emergency and practise fire drills and a record is kept of these. The childminder successfully provides activities that capture children's interests and, therefore, they behave well. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong. They learn to care about and respect each other, through learning to share, take turns and using good manners.

Children make sound progress within their learning and development. This is because the childminder is beginning to embrace the implementation of the Early Years Foundation Stage (EYFS). She does this by providing a well-resourced environment for the children. The home is child-centred and many of the resources are arranged to be easily accessible to encourage children to make independent choices and follow their own interests.

A good selection of toys and activities are arranged so that they are easily accessible to encourage children to make independent choices and follow their own interests. Pre-school children enjoy and engage in role-play with their favourite dinosaurs. Children are supported by the childminder when necessary, demonstrating she understands when and where not to intervene. Sound interaction is demonstrated through a warm, caring relationship between the children and the childminder.

The childminder has made a start on observing the children to find out about what they know, can do and enjoy. This is going to form part of an on going assessment of children's achievements. However, observations are not matched to the areas of learning and the next step of learning for individual children is not identified within the assessment to inform plans. The childminder has developed positive relationships with parents and others delivering the EYFS; however, this information is not sufficiently used to identify learning priorities within the planning.

Children learn about the local community, the natural world and an awareness of the seasons, through a varied range of outings and outdoor activities. Photographs show children enjoying a day out at Tropical World where they learned about butterflies, other insects and animals. Children learn an awareness of diversity and other cultures through age-appropriate activities, for example, through books, dolls and some miniature role-play activities. However, few positive images represent disabilities. Therefore, children are not becoming aware of similarities and differences and increasing their understanding of the wider world as fully as they might.

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:

- devise a written statement of procedures to be followed in relation to child protection and safeguarding children and make this available to parents (CR2.1) (also applies to the voluntary part of the Childcare Register) 29/06/2009
- provide a written statement of the procedures to be followed in relation to complaints (CR7.1) (also applies to the voluntary part of the Childcare Register). 29/06/2009

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 compulsory part of the Childcare Register section of the report (CR2.1) 29/06/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (CR7.1). 29/06/2009