

Inspection report for early years provision

Unique reference number	EY386414
Inspection date	08/05/2009
Inspector	Julie Larner
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 has been registered since January 2009. She lives with her husband and their three children aged six, four and three years. The childminder is registered to care for three children under eight. She is also registered on both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll, who is in the early years range and attends on a part-time basis.

The areas that continue to be used for childminding are the living room and kitchen, on the ground floor and the bathroom and one bedroom on the first floor. There is an enclosed area outside for outdoor play. The family have a pet cat.

Overall effectiveness of the early years provision

Overall the provision is good. Children are valued and respected by the childminder which results in them beginning to develop a sense of belonging. The childminder organises her space, time and resources effectively and records that are needed are mostly in place. Children's personal hygiene is promoted mainly successfully which contributes to their good health. Written policies and procedures show the childminder reflects on some areas of her practice, however, self evaluation is very basic.

What steps need to be taken to improve provision further?

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

- encourage children to manage their own personal hygiene effectively, for example, by washing hands before mealtimes
- improve the systems for self evaluation, for example, by using the Ofsted self evaluation form.

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

- keep a record of risk assessments for outings, clearly stating when it was carried out, by whom, date of review and any action following a review or incident (Documentation).

29/05/2009

The leadership and management of the early years provision

The childminder shows a dedicated approach to meeting the individual needs of each child. Children who attend on a part-time basis are valued and the childminder looks at how she can tailor her service to provide them with good and varied experiences that contribute to their development. She has gained a good knowledge of the Early Years Foundation Stage (EYFS) and can effectively promote

this in her practice.

The childminder has good knowledge in child development and child protection, resulting in her being able to safeguard the children's welfare successfully. Written policies and procedures show that she reflects on her practice and provides a consistent standard of care for the children. The quality of the childminder's self evaluation is satisfactory, with some systems in place to identify areas for improvement. Good systems to keep parents informed are effective. Daily written diaries ensure a smooth exchange of information between carers and the childminder. This ensures that all parties are clearly informed about the children's changing individual needs and their care and welfare.

Since registration the childminder has developed sound recording systems to look at children's development and learning. Documentation and records are organised, confidential and contain all of the necessary details in most areas. The childminder evidently thinks about and protects children's safety on outings, for example, as she goes to visit places she is considering taking the children so she can assess the suitability of them, however, a record of this is not maintained. This means a requirement has not been fully met.

The quality and standards of the early years provision

The childminder currently cares for children who attend for very short periods each week, however, she has developed good, positive relationships with them to enable them to feel relaxed and settle quickly in their environment. Careful attention is paid to meeting children's individual needs and keeping fully informed of changes which enables her to consider how to plan the sessions. The childminder's commitment to providing a wide range of activities and experiences for children to promote their development successfully in all areas of learning is effective. Children enjoy exploring paints and pasta to find out about different textures and use their senses. The childminder knows about the next steps in children's development and has clear plans of how to encourage and extend children's development, for example, by bringing out simple wooden jigsaws that make sounds to entice children's curiosity. Children's emerging communication skills are promoted positively as the childminder introduces words, responds to baby talk and shares books with them.

The childminder promotes children's good health mainly effectively. Daily routines, such as ensuring her good personal hygiene during and after nappy changes and encouraging washing hands after the toilet are consistently promoted successfully. This contributes to minimising the risk of cross infection. However, personal hygiene is satisfactory before eating foods and snacks. Children remain safe due to them being cared for by a vigilant childminder who knows how to maintain a safe and secure environment. Younger children are constantly carried around if the childminder leaves the living room to make sure she can see what they are doing. Children independently make choices about what to play with from well organised storage at their height. Promoting independence is highly valued by the childminder as she patiently allows younger children plenty of time to eat their healthy snacks of chopped apple and breadsticks and drink water to hydrate

themselves. Children have opportunities to be physically active, according to their ages and stage of development. They pull themselves up onto storage boxes and easily negotiate their way around furniture. Children are very interested in the toys and equipment that is available for them. The childminder supports them well by guiding and talking to them about how they can solve problems, for example, when they get beads stuck on a toy and showing them how to work a spinning top then encouraging them to have a go.

The childminder shows a committed effort to promoting inclusion and understands the importance of helping children to learn about diversity. Good, well planned activities and resources begin to encourage children to respect and value others. The childminder shows an exceptionally calm and patient role model for children to learn from when dealing with behaviour. She encourages good behaviour very successfully.

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.	3

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?	3
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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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