

Inspection report for early years provision

Unique reference number	205852
Inspection date	16/06/2009
Inspector	Ann Winifred Harrison
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 a childminder since 1973 and works alongside a co-childminder and assistant. She lives with her husband in Mickleover in Derby. The whole of the ground floor of the house is used for childminding. The house is accessible to the ground floor. Children have access to a secure outdoor play area. Both childminders have equal responsibility for the childminding practice.

The childminder is registered to care for a maximum of six children at any one time. There are currently nine children attending, all of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary part of the Childcare Register. The childminder is a member of the National Childminding Association. The childminder is available to walk to local schools to take and collect children. The family has two cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder demonstrates an understanding of the Early Years Foundation Stage (EYFS) to enable her to meet children's welfare, learning and development. She works with her co-childminder to provide a safe, secure and inclusive environment where children are happy and settled. Although partnerships with parents and carers are well established, some required documentation is not in place to ensure consistency of care for all children. The childminder has started to evaluate her setting and has recognised areas she wishes to address to improve her practice.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment systems to ensure information is used effectively to identify children's next steps and inform future planning
- obtain written parental permission for children to take part in outings
- develop further evaluation systems so that they continually seek ways to improve the quality of the learning, development and care for children.

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 27/07/2009
- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 27/07/2009

The leadership and management of the early years provision

The childminder provides a warm, welcoming and homely environment for the children in her care. She ensures that children are safe and well cared for. Children benefit from the childminder's implementation of a sound partnership with parents and carers. Daily discussion about activities mean that parents are informed about what their children are doing each day. Parents provide detailed information on their child's individual routine and current stage of development and children's individual preferences. This enables her to meet the individual needs of all children. Information is shared with parents and carers and they are aware of procedures should they be unhappy with any aspect of the service provided. However, permission has not been sought for all children to the seeking of any necessary medical emergency advice or treatment to ensure their needs are met in the event of an emergency.

Children are safeguarded effectively because the childminder has suitable systems in place for security and safety. Daily visual safety checks are completed to ensure that children are cared for in a safe environment. Security in and around the home is good and the childminder checks the identity of who is at the door before allowing entry. Toys and equipment are checked frequently to ensure safety and cleanliness. However, written risk assessments are not in place to cover all areas that children come in contact with to ensure they are fully protected. A safeguarding procedure is in place and the childminder ensures that she is up-to-date with current local safeguarding procedures. She ensures that any concerns about the children in her care can be addressed promptly.

The childminder plans a nutritious menu which is displayed for parents such as, fish fingers, jacket potatoes, fresh fruit and vegetables. She talks to children about the need for a healthy diet and regular exercise. Although the childminder has not fully developed her systems to evaluate her practice, she has identified some relevant areas for improvement and considers the needs and interests of all the children who attend.

The quality and standards of the early years provision

The childminder is generally well organised and spends the majority of her time engaging and playing with the children. A good selection of resources are organised so that they are easily accessible to children to enable them make decisions about what they want to do. Children are provided with a range of activities to help them make progress across all areas of learning and development. The childminder is beginning to undertake written observations which are shared with parents to provide information about their child's progress. The childminder encourages parents to contribute their observations and comments. Although the planning is flexible and responds to the children's interests and ideas, the information gained from observations and assessments is not being fully explored to plan for individual children's next steps in learning. This

potentially restricts their progress.

The childminder provides a suitable balance of adult-led and child-initiated activities which focus on children's interests. For example, children enjoy learning about the environment as they watch the squirrels and birds in the garden and the fish in the pond. The childminder extends their interest by good questioning and helping them look for butterflies and insects in the garden. They learn about the local community as they visit nearby shops and children help to find the items needed. The childminder recognises the importance of books and children can access them at all times. They enjoy listening to stories and singing songs and rhymes and they have access to writing materials to practice their mark making skills. Children are learning about the wider world as the childminder talks to children about other cultures and people's differences in books and stories, and they dress up in costumes from other cultures. This promotes children's understanding of diversity.

Children engage in activities to promote their creativity, such as playing in sand and water and modelling with playdough. They regularly count in everyday situations with support from the childminder. Outings to the park and regular outside play in the garden provide children with opportunities to develop their physical skills. They enjoy playing with toys such as bikes and pushchairs. They learn how to throw and catch balls with help from the childminder and enjoy having races on bouncy hoppers. Children learn to share and take turns and they receive positive praise and encouragement from the childminder, which helps to promote their self-esteem.

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:

- ensure that all the required written policies and procedures are in place and are shared with parents
(Records to be kept)

27/07/2009

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 relating to policies and procedures.
(Records to be kept)

27/07/2009