

Inspection report for early years provision

Unique reference number	EY306504
Inspection date	28/04/2009
Inspector	Andrea Ewer
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 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children up to the age of eight years and is currently caring for one child in the early years age range and two older children.

The childminder lives with her husband and two children aged three and seven years old in a house in Luton, Bedfordshire. The home is within walking distance of local amenities including primary schools, shops and library. Care is mainly provided on the ground floor which includes the kitchen, lounge, dining room and hallway. The bathroom is on the first floor. Children share access to the fully enclosed garden for outdoor play.

The childminder is a member of the National Childminding Association, (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children feel secure and enjoy their time with the childminder who ensures they feel fully included and meets their individual needs. She monitors and evaluates her provision effectively overall to support continuous improvement of outcomes for children. The childminder continues to develop her understanding of the Early Years Foundation Stage (EYFS) learning and development requirements and provides a stimulating environment with a range of activities that helps children make good progress towards the early learning goals. Children receive consistent care and learning because the childminder has effective partnerships with the nursery children attend and their parents.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to clearly identify strengths and priorities for development to further improve outcomes for all children
- improve children's safety by recording details of fire evacuation drills in a fire log book, including details of any problems encountered and how they were resolved
- develop observational assessment in order to establish where each child is in their learning, where they need to go, and the most effective practice to support them in getting there.

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

- conduct a risk assessment that identifies aspects of the environment that need to be checked on a regular

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basis and maintain a record of these particular aspects and when and by whom they have been checked and review it regularly (Suitable premises, environment and equipment, also applies to the compulsory part of the Childcare Register)

The leadership and management of the early years provision

Written policies and procedures are implemented consistently by the childminder, shared with parents and inclusive for all children who attend. Parents are given a welcome pack which clarifies expectations of each other and includes a complaints procedure and useful information about the Early Years Foundation Stage. The childminder works effectively with parents and others who deliver the Early Years Foundation Stage to children in her care to ensure continuity of children's care and learning. Consequently, parents start to understand what their children are learning from the play and learning experiences provided and effectively supports them to continue their learning at home.

The childminder regularly reflects on her practise to improve outcomes for children. She continues to attend training workshops to enhance her professional skills and knowledge including Common Assessment Framework, Outdoor Play and Behaviour Management. Children are meaningfully involved in developing the childminder's practice. For example, they contribute their ideas for snacks to make them more varied. There are, however, no systems in place to monitor whether intended aims have been met.

Overall effective measures are in place to promote children's safety and help them understand how to keep themselves safe. For example, smoke alarms are fitted on both floors of the house and safety gates prevent children gaining unsupervised access to the kitchen. Children understand what to do in the event of a fire because they practise the emergency evacuation procedure periodically. She has not, however, conducted a risk assessment to support the visual safety checks carried out daily and does not keep a record of fire drills. The childminder has a sound understanding of the signs and symptoms of child abuse and her role in protecting them from harm. She has a written procedure that takes account of local authority guidelines and relevant telephone numbers are readily accessible.

The quality and standards of the early years provision

Children are cared for in a homely environment where the organisation of space, furniture and resources provides an enabling environment which supports children to become independent. They share friendly relationships with the childminder and each other which helps them feel secure and develop a strong sense of belonging. Children make good progress towards the early learning goals and become active, inquisitive learners who think critically. They have many opportunities to make a positive contribution to the care and learning they receive as they are involved in most aspects of childminding life. Children choose what to play with from the

readily accessible resources, tidy up at appropriate times and help to set the table for meals and snacks. The childminder has started to observe children and to use her observations to informally plan activities based on children's interests that builds on skills they already have. Activities are adapted to ensure all children can participate if they wish and ensures they are all fully included. Observations do not yet show children's progress towards the early learning goals. Children gain a good understanding of how things change, problem solving reasoning and numeracy during simple cooking activities where they weigh the ingredients to make cakes. They express themselves creatively during the many craft activities and become socially confident during regular visits to toddler groups. Children are well behaved and use good manners. They respond very well to gentle reminders and simple explanations and the childminder works with parents and others involved in children's care to promote a consistent approach to managing their behaviour when there are particular concerns.

Children stay healthy because they develop simple good hygiene practises as part of daily routines and enjoy nutritious meals and snacks that contributes to their healthy growth and development. Records that support the childminder to maintain children's good health are accurately maintained including written information from parents about any special medical or dietary requirements, written consent to seek emergency medical treatment or advice, and accident and medicine records. Children freely access the garden for outdoor play where they develop their physical skills. They confidently kick the ball into the goal and rise to the challenge when the childminder holds the hoop higher for them to throw the ball in.

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

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 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:

- take action as specified within the early years section of the report (Suitability and safety of premises and equipment).

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