

Inspection report for early years provision

Unique reference number	EY311089
Inspection date	20/04/2009
Inspector	Olwen Pulker
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. She lives with her husband two children aged eight and 11 near Newport, Shropshire. The local play park and school are within walking distance. The whole of the ground floor and one room on the first floor are used for childminding and there is a fully enclosed garden for outside play. The house is accessed via a step. The family has a pet cat.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding nine children. Four of these children are in the early years age group. The childminder walks or drives to the local school to collect children. She attends several local carer and toddler groups and meets with other childminders on a regular basis.

The childminder is a member of the National Childminding Association and the local Childminder's Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works closely with parents and carers and mostly ensures that individual needs are mostly met appropriately. Children are cared for in a safe, secure and inclusive environment where they are all offered a balanced range of adult-led and child-initiated activities. The childminder provides a good balance of activities that help children make good progress and she promotes their learning in all areas. She makes good use of self-evaluation to identify strengths and areas for development in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance safeguarding procedures by maintaining a record of children's existing injuries.

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

- ensure that all written parental permissions to seek any necessary emergency medical advice or treatment are in place (Safeguarding and promoting children's welfare).

04/05/2009

The leadership and management of the early years provision

Children's care, safety and welfare are promoted well as the childminder continues to update her professional skills through attending training workshops, for example, Food Safety and Child Protection. She also attends workshops relating to children's play and learning and has gained a National Vocational Qualification (NVQ) Level 3 certificate in Children's Care, Learning and Development since the last inspection.

The childminder has a sound understanding of safeguarding procedures and clearly understands her role in reporting any concerns. She maintains detailed records of accidents to children in the setting; however, existing injuries are not recorded and therefore children's welfare are not fully protected. All areas within the home are safe and secure as a result of risk assessments being regularly completed. The environment is organised to offer children choice, with a varied selection of age appropriate toys made available in the lounge. Children are able to access them freely and make independent selections. Toys seen during the inspection are maintained in good order. Children are kept safe whilst away from the setting as risk assessments are carried out for each type of outing in line with the requirements of the Early Years Foundation Stage (EYFS).

There are written policies made available to parents and carers. These give clear information of the service provided by the childminder. Verbal reports, the sharing of daily diaries and child development files containing examples of the children's work, numerous photographs and observational assessments keep parents well-informed of their child's well-being and development and contributes to their involvement in their children's learning at home. There is an effective partnership between the childminder and another provision children attend to facilitate the sharing of information about their activities and achievements to ensure the coherence of learning and development across the different settings.

Recommendations raised at the previous inspection have been suitably addressed to ensure children's well-being and safety. The childminder continually monitors and evaluates the provision to ensure that improvements are made where necessary. Views of parents and the local Early Years advisor are carefully considered as part of this evaluation. Recorded comments show that parents value highly the good standard of care and learning given to their children.

The quality and standards of the early years provision

Most children's welfare is promoted effectively. The childminder ensures that she retains a current paediatric first aid qualification in order to administer appropriate treatment when children suffer minor injuries. However, written parental consent for seeking any necessary emergency medical advice or treatment is not available for all the children attending. Consequently, not all children's welfare is sufficiently protected should they suffer more serious accidents. The dietary needs of individual children are discussed with parents and carers and the snacks that the childminder provides are healthy and nutritious. Drinks are offered at regular

intervals. There are many opportunities for all children to play outside in the fresh air either in the garden or at the local park. They are taken on regular trips into the local community, such as visiting local groups and indoor play barns or going to see the cows in the field. Safety is a key factor when trips are undertaken and all children are helped to stay safe through the appropriate boundaries set by the childminder. In the home they take part in fire drills and safety equipment placed in appropriate areas ensures all children can play safely.

The home is warm and welcoming and the wide range of toys is organised effectively to enable all children to make decisions about their play. Praise given to them as they play helps them to develop a good level of self-esteem. Children develop their social skills further as they mix with other children when attending various groups. The childminder encourages children to share and take turns. She manages behaviour so that children learn what they ought to do and they are beginning to respond positively to her realistic expectations and age-appropriate explanations about how they need to behave in order to keep themselves and others safe. She congratulates the children's efforts and achievements and encourages them to help tidy up at the end of an activity which keeps the play space free, ensuring that the children can move around safely.

The childminder's positive interaction during children's play ensures they have a positive attitude to learning and enables them to develop good skills for the future. Children are encouraged to concentrate as they take part in activities of their choice and are confident to ask for help when they find things too difficult to do themselves. They enjoy looking at books with the childminder, who interacts very effectively with the children, asking questions to make them think and engaging them in conversation to support and promote their language and communication skills. Children eagerly play with sand and consolidate their knowledge of colours, numbers and shapes throughout their play activities and daily routines.

The childminder has a good knowledge of children's individual interests and what each is able to do. She undertakes observational assessments of their progress, relating these to different areas of learning. She plans effectively for the next steps and consequently the learning priorities for individual children are clearly identified as they progress towards the early learning goals.

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?	3
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

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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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