

Inspection report for early years provision

Unique reference number	EY309871
Inspection date	02/06/2009
Inspector	Shirley Amanda Wilkes
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 and two children, aged seven and four years. They live in a house in Chesterton, Staffordshire, close to local schools and within walking distance of shops and parks. The whole of the ground floor of her house is made available for childminding, the premises are accessed via a step. There is a fully enclosed garden available for outside play. The childminder is registered to care for four children and is currently minding four children on a part-time basis three of whom are in the early years age group. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The family has two dogs and guinea pigs. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children settle well with the childminder and enjoy their time with her. They receive good care because her practice is inclusive and she pays careful attention to children's individual needs. She works in close partnership with their parents and she is beginning to develop links with other early years providers who share children's care. The childminder plans a good balance of activities that help children make good progress, however, these plans do not clearly record the next steps in children's learning. Self-evaluation and monitoring processes have been developed, that identifies areas for future improvement.

What steps need to be taken to improve provision further?

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

- ensure observations are used to assess children's progress and use these to plan the next steps in children's learning and development
- improve handwashing arrangements to limit the risk of cross-contamination.

The leadership and management of the early years provision

The childminder's home is sufficiently well-organised to help children access resources for themselves. As a result, children have the opportunity to make their own choices in their play, to promote their independence. Children access the local community through visits to groups and the nearby park. The childminder has devised comprehensive policies and procedures and has all the required records in place to support children's needs efficiently. The childminder has completed a risk assessment which helps ensure children are safe within the home and when outdoors. She has a thorough knowledge of her safeguarding policy and

understands the procedures to follow if she is concerned about child abuse. She also carries out evacuation fire drills from her home to help children learn how to keep themselves safe in an emergency. Children are encouraged to learn about road safety on journeys to and from school. The childminder carries out a daily visual check of her home and has written risk assessments which identify and minimise safety hazards in the home, the outdoor play area, and outings.

Positive partnerships have been established with parents and other early years providers. Parents receive copies of the childminder's policies, and daily verbal exchanges of information are shared at the end of the day. She also provides written, relevant information through a daily diary about their children's care and learning. The provision is inclusive as the childminder knows the children and strives to meet their individual needs. This helps to promote children's welfare and help them to have a sense of belonging.

Previous recommendation's to ensure that written consents are gained from parents in respect of outings, emergency medical treatment, photos and application of sun cream. Also to ensure risks and hazards are identified and reduced effectively inside the house have been addressed to ensure children's well-being and safety. The childminder has put procedures in place for monitoring and evaluating the setting to identify her strengths and any areas for improvement.

The quality and standards of the early years provision

Children are happy and settled and benefit from a caring, responsive relationship between themselves and the childminder. The childminder's home is appropriately organised and gives the children opportunities to become independent. The daily routine meets children's needs and promotes their welfare and all the required documentation is in place. During routine outings, the childminder often talks to children about road safety allowing them to develop an understanding of how to keep themselves safe. The children's safety is further promoted because the childminder regularly practises fire drills with them. The premises are clean and well-maintained. A suitable range of toys and resources are available at low-level and children are able to access their favourite activities as and when they wish. Their positive behaviour is praised and they are encouraged to share and take turns. Children enjoy sharing books, craft activities, messy play, cooking, jigsaws, singing rhymes, making music, using their imaginations widely during imaginary games and becoming aware of the wider world around them when exploring festivals and celebrations such as Chinese New Year. The childminder provides the children with opportunities for frequent outdoor play and visit local community facilities such as local toddler groups.

Clear boundaries for positive behaviour are developing, as the childminder has appropriate systems in place. They respond positively to requests from the childminder, such as when asked to help to share the toys or tidy away, which they do with some encouragement. She talks to them in a calm and positive manner. Children receive lots of praise and encouragement for their achievements and efforts, which promotes their confidence and self-esteem.

Children enjoy a healthy balanced diet when they are cared for by the childminder because she provides healthy, nutritious meals and snacks. A variety of fruit and yoghurts are provided at snack times, along with drinks. Light meals of sandwiches or similar snack meals are provided at lunchtime, or parents can provide packed lunches if they choose to. Children have individual cups so that they can take a drink whenever they wish to have one, and younger children are prompted regularly to have a drink. Records and documentation are in place to ensure children's health needs are met, in line with the wishes of parents. Children The childminder promotes some good hygiene practices, for example, by the use of individual towels. However, the use of the communal bowl for hand washing does not minimise the risk of cross-infection.

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

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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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