

Inspection report for early years provision

Unique reference number	EY381701
Inspection date	29/04/2009
Inspector	Timothy Butcher
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 2008. She lives with her husband and children aged six and 10 years, in the St. Georges area of Weston-Super-Mare. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family have a pet cat. The childminder is registered to care for a maximum of five children at any one time. Of these three may be within the Early Years age range and of these one may be under one year. The childminder is also registered on both parts of the Childcare Register. The childminder is currently minding four children on a part time basis and all within the early years age group. The home is within walking distance of the local primary school, children's groups, park and shops. The childminder has use of a car.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time with the childminder and make satisfactory progress in their learning and development. The childminder has yet to develop a good understanding of the Early Years Foundation Stage but has begun to make reference to the framework. Children's welfare is satisfactorily promoted because the childminder has carried out a risk assessment of the premises and minimises potential risks to children. There are no breaches of specific requirements. The provider evaluates some aspects of the provision and this leads to gradual and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the system to observe and record each child's progress so as to inform the planning of appropriate play and learning experiences to take them to their next steps of development; and to ensure these records are regularly updated and shared with parents
- review the security of the garden
- review the complaints procedure to provide greater detail of the timescales involved and share with parents
- review the procedures for changing nappies that minimise risk of cross-infection

The leadership and management of the early years provision

The childminder is well organised and uses documentation effectively to manage the service she provides. The majority of written policies and procedures that are in place suitably contribute to the safe and smooth running of the provision. However, the complaints policy lacks information about the timescales involved. Accidents are suitably dealt with and consistently recorded. Parents are asked to sign in acknowledgement that the information has been shared. Children enjoy a

suitably safe and secure environment in which to play. However, there is a weakness in the security of the garden. The childminder has a basic but clear understanding of her safeguarding responsibilities.

The childminder establishes a sound partnership with parents and carers. She provides a flexible service, responsive to their needs. Effective links with parents ensure that there is a good exchange of information on a day to day basis. The care arrangements are discussed and agreed. Parents are asked to share what they know about their child initially and they are given a copy of the policies and procedures of the setting. A daily diary helps keep parents informed about their child's sleeps, feeds and nappy changes. This contributes to the continuity of care for children. Information about children's progress in learning is not yet comprehensively shared with parents as children's learning profiles are incomplete and so cannot be used as a basis for discussion.

The childminder shows commitment to developing her practice as shown through the training course that she has identified. The childminder is aware of some of the strengths and weaknesses in the provision although she does not have a systematic process of self-evaluation in place. Some of the changes that she has begun to implement, such as the use of written observations of children, have yet to filter through to positively impact on the outcomes for children. The childminder recognises the importance of developing wider partnerships with other providers.

The quality and standards of the early years provision

The childminder provides a suitable range of activities and play opportunities for children which meet their general developmental needs. Children make satisfactory progress in their learning and development given their starting points. The childminder has a sound understanding of child development. She has yet to develop a good understanding of the Early Years Foundation Stage and so is at an initial stage of tracking children's progress. She has begun to make some written observations of what children do and is ready to record these in a learning profile. She has yet to use this information effectively to plan what children need to learn next.

Children enjoy warm relationships with the childminder who creates a homely environment. She provides lots of cuddles and close physical contact and as a result children are happy, settle quickly upon arrival and develop self-confidence. The childminder provides plenty of praise and encouragement and as result children feel good about themselves. The childminder manages the differing needs of children well and children play happily alongside each other. For example, a young child is helped to learn how to post shapes into a box. The childminder models how to do this and how the box opens. The young child happily explores the objects, putting the shapes in and taking them out again. An older child wishes to play too and waits to take their turn. The childminder provides more challenge by getting the older child to count and to name some of the coloured shapes. Both children enjoy the interaction and extend their skills. Children have suitable opportunities to be active. They regularly take their play outside. For example, children enjoy the sand tray outside. They pour and fill, and learn to play

cooperatively together, sharing scoops. Inside the home children thoroughly enjoy 'Row the Boat' with the childminder. They all sit together on the carpet. They learn to make movements in time to the song, extend their language and vocabulary, enjoy each other's company and scream with delight at the end of each verse.

Satisfactory arrangements exist to ensure children's health and safety. The childminder offers explanation to teach children about keeping themselves and each other safe. Children learn about holding on to the pushchair when out walking with the childminder and are suitably encouraged to develop their independence whilst staying safe. A thorough risk assessment is backed by a daily checks sheet to ensure identified safety measures are in place. Children routinely follow sensible personal hygiene procedures, such as washing their hands. Children have their nappies regularly checked. The childminder ensures they remain content during the procedure as she makes it fun. Although the procedure in general suitably protects children from infection, good hygiene has the potential to be sometimes undermined by a weakness in the procedure.

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:	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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