

Inspection report for early years provision

Unique reference number	136402
Inspection date	21/04/2009
Inspector	Hilary Elizabeth Tierney
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 1993. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and adult child in Yate, South Gloucestershire. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family have two dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged over five years to 11 years. The childminder also cares for three children over eight years of age. The childminder walks to local schools to take and collect children. She attends the local playgroup, toddler group and takes children to the local library, park and shops.

The childminder holds a Level 3 qualification in home-based Childcare. She is a member of the National Childminding Association and of a local childminder support group.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder recognises each child as unique and individual and works hard to ensure their needs are met. Children are progressing satisfactorily in all areas of learning and development and take part in a varied range of experiences and activities. A good partnership with parents has developed and detailed information is shared with them regularly. The childminder has started to complete self-evaluation and has begun to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and general planning of activities that include children's interests, so that all children's individual needs continue to be met
- ensure regular evacuation drills are carried out and details of them recorded
- develop the safeguarding children policy and procedure, so it includes a procedure to be followed for allegations against a member of the household
- develop further the procedure to follow in the event of a parent failing to collect a child

The leadership and management of the early years provision

The childminder has put into place detailed written policies and procedures which she shares with parents. These are reviewed regularly and help to contribute to the effective quality of childcare provided. The childminder is aware of maintaining confidentiality and ensures all documents relating to her childminding business remain secure. The childminder is aware of how to safeguard children effectively and supervises children well at all times. However, she does not have a clear procedure to follow in the event of an allegation being made against a member of the household. The childminder ensures all accidents that occur and any medication given to children is recorded and shared with parents. All parental permissions are in place. The childminder has a clearly written emergency evacuation procedure in place, but has not yet practised this with children. She has a suitable understanding about the procedure she would follow if a child in her care became lost, but was unclear what to do if a parent failed to collect a child.

Children learn about healthy eating and good personal hygiene procedures and the childminder is a good role model. Children have freshly cooked meals provided for them and their dietary needs are catered for well. Children have their own hand towels and understand the reason why they need to wash their hands. The childminder is clear about how to deal with any incidents should they occur and has clear procedures for sharing information with parents. The spread of infection is minimised because the childminder has good hygiene procedures in place.

The partnership with parents is good and comments from them include how happy they are with the care provided, how settled and happy their children are and the wide range of activities the childminder provides. Information shared with parents is detailed and time is taken to verbally communicate with parents when they leave and collect their children. The policies and procedures are shared with them and agreements obtained which ensures consistency between home and childminder. Partnerships with other early years settings are in their infancy.

The quality and standards of the early years provision

Children are happy, confident and comfortable in their surroundings. They enjoy being at the childminder's home and the varied range of activities they are provided with. There are lovely interactions between the childminder and each other as they play. Children were observed taking part in a craft activity, they sit well and were fully occupied and interested in what they were doing. They make butterflies and decorate them with a variety of craft items and then proudly show them to the childminder, who praises them and takes great care to put their items to one side so they do not get spoilt.

Children are making satisfactory progress in all areas of learning and development. The childminder has started to put into place sensitive observational assessments and plan for children's next stages. However, the childminder has not yet linked these together and included children's interests. Children take part in a suitable range of activities and are able to develop their language skills, imagination and

social skills as they play. Children were seen organising their own games of hide-and-seek, they took turns to hide and find each other. They had great fun doing this, laughing as they found each other. The childminder has a satisfactory awareness of the children's individual needs and how to meet them. She divides her time equally between all children and ensures the younger children are included in all play, for example, when the older children were playing with beads on the table the childminder sat the youngest child on her knee, so they were included. Children are encouraged in their independence and are regularly given choices of which activities they would like to do next. They are encouraged to help give out the snacks and drinks. Older children are encouraged to visit the toilet alone which helps develop their independence.

Children have access to books and were seen enjoying looking at these alone and with the childminder. Children are able to count well and understand about using their fingers to help them count. Children are given opportunities to explore the world around them with well organised outings to various places in the area. Children understand about the need to help to clear up toys before getting more out and do this immediately when asked by the childminder. Children are polite, well behaved and have good table manners. This is because of clear boundaries set by the childminder. Children receive plenty of praise and encouragement from the childminder and the childminder shows genuine affection towards all children in her care.

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?	2
How well are children helped to enjoy and achieve?	3
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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