

Inspection report for early years provision

Unique reference number	138708
Inspection date	14/07/2009
Inspector	Aileen Ewins
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 has been registered since 1993. She is registered on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years of age, of which three may be in the early years age group at any one time. Currently, the childminder has three children on roll in the early years age group in full and part time capacities. The childminder sometimes works with an assistant.

The childminder lives with her three children aged 25 years, 16 years and 13 years and her partner. The family live in a five bedroom house in a residential area of Harefield, Middlesex. The whole of the house is registered for minding, however, children generally use ground floor rooms. A bedroom is set aside upstairs for sleeping children. They live close to local shops, parks, the library. There is a fully enclosed garden for outside play and children are often taken out and about. The family have a dog and a tortoise.

The childminder attends a local toddler group and meets with other childminders. She is happy to take and collect children to and from local schools and nurseries.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good understanding of the Early Years Foundation Stage (EYFS). Her policies and procedures, risk assessments and general care help to ensure that children's safety, well-being and health are supported. The childminder understands about the needs of the individual children and exchanges regular information with parents and other providers/agencies. This helps to ensure an inclusive, welcoming environment. Actions and recommendations set previously have been met in full. The childminder is also aware to continually assess the provision of care she provides and therefore, identifies her areas of strength and those areas she wishes to improve upon in the future.

What steps need to be taken to improve provision further?

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

- update the safeguarding children policy to include the procedure to be followed should an allegation be made against the childminder or a member of the household
- update and extend the written risk assessments in place which identify the hazards to children, for the home and specific outings, clearly showing who carried out the assessment, when and the date for review and also highlight any action taken following a review or incident
- continue to plan for individual children and extend sensitive observational assessment in order to identify children's next steps and aid progression towards the early learning goals

The leadership and management of the early years provision

The childminder has in place, shares with parents and acts upon the policies and procedures in place which help to keep children safe and supports their well-being. Children's records are maintained confidentially. The childminder has completed her paediatric first aid training. Parental written consent is taken prior to any medication being administered. Accidents and incidents are recorded as required. Risk assessments are in place for the home, the garden and outings. Future outings for the holiday periods are being conducted currently; and the risk assessment documents are being updated. Most are completed as required, however, the childminder is aware to ensure that all of these need to be reviewed regularly, signed and dated. The childminder demonstrates a thorough understanding of how to safeguard the children in her care. Through her procedures, parents understand about her responsibility to report any concerns she may have. However, the policy document does not include the procedures to be taken if an allegation is made against the childminder, a member of her family and/or household.

The partnership with parents is strong. The childminder ensures she understands about the needs of the children prior to them starting with her. A good exchange of information about the individual children is also in place. Parents are kept informed about what their children do on a daily basis, for example through text messaging and photographs sent by text. The childminder understands children's likes/dislikes and interests.

In evaluating her provision of care, the childminder has completed a self evaluation and is using the process as a working document. She has highlighted future training needs and areas to improve upon, to support children's learning and development for example. All actions and recommendations set previously have been met.

The quality and standards of the early years provision

The childminder has a warm relationship with the children she cares for. Children are happy and settled. They have a wide range of toys and resources, which they can access easily. Children use free-flow indoor and outdoor play. They often use the outdoors and make trips regardless of inclement weather, as the childminder is proactive in ensuring children have coats and boots for example. Children regularly attend the local library, locals parks and toddler groups. They also make trips out to Cassobury park, shops within the community and enjoy nature trails in Denham. Children shop for ingredients to cook with. They grow vegetables from seeds and have recently been visiting the allotment just acquired by the childminder to further enhance their understanding of how vegetables grow for example.

All six areas of learning are covered through a wide range of activities planned weekly by the childminder to suit children's individual needs. Children therefore make good progress towards the early learning goals. Time is spent allowing

children to play independently through role playing, dressing up and supporting one another. The childminder uses her knowledge of the EYFS to plan for purposeful play and makes observations on children regularly. These are maintained in development books which are shared with parents. The childminder is currently reassessing how she observes children in order for her to be better equipped to identify future planning and recognising and acknowledging children's next steps and linking these to the six areas of learning.

Children receive plenty of fresh air and exercise. From an early age they understand about healthy routines such as hand washing before meals and after playing outdoors. Children start to understand their own safety. For example, they learn about their own capabilities when in the park and using the equipment. They also practise the fire drill and understand how to leave the home quickly in times of emergency. When out and about, children are taught about safe places and ways to cross the road. Children behave well. They respect their environment and each other. Through play, stories, dressing up and art and craft activities children begin to gain a knowledge about the wider world in which they live and the diversity of others.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met