

Inspection report for early years provision

Unique reference number	EY236670
Inspection date	18/06/2009
Inspector	Hazel Meadows

Type of setting	Childminder
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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 2002. She lives with her family in a house in Yoxford, Suffolk. There is a small step to access the premises. Most of the ground floor is used for childminding activities but children predominantly play in the playroom. There is a fully enclosed garden for outside play. The family has one dog, two rabbits and two horses.

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 four children in this age group, most of whom attend part-time. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She also offers care to children aged over five to 11 years. The childminder supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The childminder drives children to and from local schools, attends two local childminder groups and local toddler groups. She takes children to local parks and play areas and to nearby places of interest.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is caring and attentive to the children and provides a stimulating and welcoming play environment. She knows the children in her care well and develops sound partnerships with parents. Most documentation is in place to support the welfare of the children. The childminder has a rudimentary knowledge of the Early Years Foundation Stage (EYFS) and is beginning to develop a method of recording observations of children's progress towards the early learning goals. However, the next steps in children's learning and development are not always noted and planned for and she does not systematically evaluate her practice 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 knowledge and understanding of the EYFS in order to fully implement the requirements of the EYFS
- develop observations to record and assess each child's progress towards the early learning goals, in order to identify the next steps in their individual learning and to inform future planning
- develop understanding of inclusion to ensure all children are offered equal opportunities
- ensure accidents, incidents and existing injuries are correctly recorded to promote children's welfare
- develop a method of self-evaluation to highlight strengths and to identify

areas for improvement.

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation)

17/07/2009

The leadership and management of the early years provision

The childminder has a sound knowledge of child development and organises her resources and time well to support children in her care. She ensures the areas of her home and garden used by the children are safe for them to play in, however, a record is not maintained of risk assessments of the premises, as required. The childminder has some understanding of safeguarding issues and her responsibilities to safeguard children. She has the procedures and contact details required if she had concerns about a child, however, no record is maintained of existing injuries to children. The childminder has some knowledge of inclusion and diversity issues but has a limited approach with regard to caring for children with particular differences, such as disabilities or learning difficulties.

The childminder has updated required training, such as first aid and safeguarding. She also attended a workshop in 2008, regarding the EYFS and has the Statutory Framework pack. However, she has insufficient understanding of the EYFS and the learning and development requirements, which impacts upon her monitoring of the children's progress towards the early learning goals. The childminder is at the very early stages of implementing a system of recording observations of children, using photographs and written evidence. However, these are not used to inform planning or to identify the next steps in each child's progress towards the early learning goals. They are not shared with parents to enable them to add their contributions and there is limited liaison with other settings the children attend, who are also delivering the EYFS.

The childminder develops positive partnerships with parents and encourages a regular verbal exchange of information with them, to promote continuity of care. Most records and documentation are in place to support the care of the children. The childminder has official childminding accident and incident record sheets, however, she has written most accidents in her diary, which does not always allow space for sufficient detail and is not easily referenced. She records most essential information regarding each child, to promote children's welfare and ensure their individual needs are met, including signed parental consent for emergency medical treatment or advice. The childminder does not systematically evaluate her own practice to highlight strengths or to identify, and act upon, priorities for improvement.

The quality and standards of the early years provision

The childminder organises her home well to support children's learning and development. Children predominantly play in the well-equipped, dedicated playroom, where resources are easily accessible in low level storage boxes or shelving, enabling them to make their own choices and initiate their own play. The childminder rotates resources in order to provide ongoing interest and challenge for the children. Babies have space to move around and are offered a varied selection of activity toys. Children are encouraged to clear up one game before getting something else out. Children's behaviour is generally good and the childminder liaises closely with parents to manage particular issues consistently.

The children develop trusting relationships with the childminder and are happy and relaxed in her care. They are confident communicators and happily share their news and views with her. She is attentive to them and knows them well as individuals and is aware of their different personalities, moods and needs. Children of all ages are mostly included with activities, for example, the baby enjoys playdough alongside the older children. World maps on the wall are used to help children identify different places their families visit and to promote discussion. Some resources, such as play people, play food and books reflect positive images of differences, although inclusion and positive promotion of diversity are areas for ongoing development.

Children have opportunities for creative play using different media and textures such as glitter, pasta, playdough and paint. Some examples of their artwork are displayed on the playroom wall, helping them to feel valued. They develop knowledge of the natural world through nature walks and helping to feed the rabbits and horses. Children's imaginative play is well supported with dressing up clothes and role play props plus small world toys such as the play people and garage. The childminder plays with the children at their level to support their play and to focus their interest, for example, offering the baby musical toys.

Children have regular opportunities for fresh air and exercise, playing in the large garden or going for liberating walks in the surrounding countryside. They also visit local parks and play areas, gaining confidence and coordination on larger play equipment. Parents provide the children's main meals and the childminder ensures foods are stored at the correct temperature. The childminder offers snacks of biscuits and healthier options, such as fruit, are available. Drinks are readily available for the children, ensuring they do not become dehydrated. Good hygiene is promoted as the children are encouraged to wash their hands before eating and after messy activities, with reminders from the childminder. Older children routinely remove their shoes as they come into the house. Children learn to keep themselves safe through routinely practiced road safety, which the childminder particularly reinforces in the local village, where there is more traffic.

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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written safeguarding statement of procedures to be followed for the protection of children. (Arrangements for safeguarding children) 17/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report. (Arrangements for safeguarding children) 17/07/2009