

Inspection report for early years provision

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| Unique reference number | 560080 |
| Inspection date | 28/05/2009 |
| Inspector | Sarah Johnson |
| 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 lives with her husband and two older children aged 18 and 21 years in Colchester, Essex. The whole of the childminder's house, with the exception of the bedrooms on the first floor, is used for childminding and a secure enclosed garden is used for outdoor play activities. The premises is accessed via the front entrance which has a low step and there are toilet facilities on the ground floor.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. There are currently 12 children attending on a part-time basis. Five of these children are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and some also attend sessions at a nearby nursery. The childminder also offers care to children aged over five years, both before and after school, and during school holidays.

The childminder escorts children to and from the local primary school and occasionally attends toddler groups with the children. There are strategies in place to support children with learning difficulties and/or disabilities at the setting.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled in the homely and safe environment of the childminder's home. The childminder provides an appropriate range of experiences and activities that generally support children to make progress in their learning and development. The setting is inclusive and the childminder fosters secure relationships with parents and carers to ensure that information is exchanged about children's changing needs. The childminder demonstrates a satisfactory capacity for improvement as she has sound awareness of the strengths of the provision and has identified some areas that she plans to improve.

What steps need to be taken to improve provision further?

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

- access training made available by the local authority and other sources to develop further knowledge of implementing the learning and development requirements of the EYFS
- update the safeguarding children policy to reflect Local Safeguarding Children Board (LSCB) local guidance and procedures
- develop the children's developmental records, to include observations, photographs, things that children have made or drawn and information gathered from parents, and ensure these assessments are used

systematically to identify learning priorities for each child.

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 (Suitable premises, environment and equipment).

12/06/2009

The leadership and management of the early years provision

Children's welfare is promoted by the experienced childminder. The childminder has attended some training courses and keeps generally up-to-date with current good practice by reading various early years publications. However, the childminder has not been successful in sourcing any training relating to the introduction of the EYFS and consequently, she potentially lacks up-to-date knowledge of how to best promote children's learning and development. The childminder has started to reflect on her practice and has given some consideration to areas for development. For example, she has plans to develop the way she records children's progress in the assessment records. The childminder has addressed the recommendations raised at the last inspection, resulting in improved safety for children.

Children have their care needs met because the childminder works in partnership with parents and carers to share information about children's individual routines and ensures that these are planned for at the setting. The childminder is friendly and approachable, ensuring that parents feel comfortable in their daily discussions with her.

Children are safeguarded effectively from potential harm and neglect. This is partly because the childminder has completed appropriate training focusing on child protection issues and has developed clear written procedures for dealing with any concerns that may arise. However, the childminder's written safeguarding children policy does not fully reflect Local Safeguarding Children Board (LSCB) local procedures in relation to dealing with allegations of harm or abuse made against the childminder or anyone else working or living on the premises. Children are cared for in a safe and secure environment where the childminder uses safety gates to limit children's access to the stairs and ensures that children are supervised at all times. Although the childminder does complete ongoing visual risk assessments of the premises, these are not recorded to meet the EYFS requirement.

The quality and standards of the early years provision

Children form secure loving relationships with the childminder. Consequently, they develop a sound sense of belonging and feel settled and confident in the childminder's home. Space is well organised, with dedicated play spaces in the

lounge, kitchen and garden, where children can choose from the selection of toys and resources on offer. Children spend time developing their physical skills as they pinch small pieces of play dough and roll them to make eggs for their model nests. The childminder encourages them to add meaning to these models, asking them to imagine what kind of creatures will hatch from the eggs. Children have daily opportunities to be active outside in the childminder's well-resourced garden and their physical experiences are extended further through outings to local parks and the beach. Children's self-care skills are promoted by the childminder as she encourages them to manage their toileting and hand washing routines for themselves. The childminder uses positive reinforcement to encourage children to respect one another and to share the toys and resources appropriately. For example, they respond well as the childminder rewards them each with a sticker for being kind and helpful. Children are beginning to develop an awareness of people's similarities and differences through spontaneous discussions. For example, the childminder ensures that children's cultural backgrounds are shared with others as children bring in photographs of a traditional Fijian wedding and their parents show the children how they cook food in a 'lovo' earth oven.

Systems for planning are in the very early stages of development as the childminder is just beginning to use observation and assessment to promote children's progress. The childminder tends to provide each child with an individual approach by adapting and extending activities in her daily interactions with the children. For example, she encourages children to consolidate their numeracy skills by prompting them to count the number of eggs they have made from the play dough. At present the children's assessment records do not include information about the observations that the childminder has made or other meaningful information such as photographs or examples of things children have made or drawn. Consequently, this information is not being used systematically to identify children's next steps in learning towards the early learning goals in the EYFS. The childminder has forged links with the practitioners at the other settings that children attend, ensuring information is passed on about children's individual routines and their time spent at other settings. The childminder uses this information to ensure children are supported consistently and at a steady pace.

Children learn how to keep themselves safe as the childminder reminds them of the things they can do to stay safe. For example, she gently prompts children to sit carefully on the chairs to avoid falling and the children explain how to hold the scissors safely. Children enjoy sociable snack and meal times when they join together at the table to share a generally balanced diet, including sandwiches with a choice of fillings and freshly prepared meals of spaghetti or rice with vegetables. The childminder uses these times to engage children in relaxed conversation and children happily talk about things that are happening in their lives. Babies and younger children are settled to sleep in their push chairs situated in the lounge, ensuring they are always closely monitored.

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

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| 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

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| 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

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| 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

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| 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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