

Inspection report for early years provision

Unique reference number	505681
Inspection date	07/05/2009
Inspector	Alison Weaver
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 1998. She lives with her husband and one teenage son. They live in a house in Bexhill near to schools, shops and parks. The majority of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. There are some steps in the outdoor area. The childminder has two dogs.

The childminder is registered to care for a maximum of four 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 two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends the local carer and toddler group on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are making satisfactory progress in their learning and development and overall their individual welfare needs are met. Good links with parents enable them to be involved in their child's care and education. Although the childminder is not formally evaluating her practices she has some plans for the future that are likely to continue to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment system to identify individual learning priorities and use the information gained to plan for individual children's continuing development
- ensure that information is obtained from parents about children's home backgrounds with particular regard to religion, language and culture to help ensure their individual needs are met.

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

- provide the address of Ofsted for parents in the complaints procedure (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- carry out a full risk assessment for each type of outing and review the assessment before embarking on each specific outing (Safeguarding and promoting children's welfare).

11/05/2009

28/05/2009

The leadership and management of the early years provision

The childminder is aware of her responsibility to safeguard children at all times. She has a satisfactory knowledge of the signs of child abuse and how to report any concerns. She ensures that the home stays safe and secure for children by carrying out basic risk assessments and daily safety checks. She does not carry out risk assessments for outings to fully ensure that she has taken all the necessary precautions to keep children safe when taking them out. All other required documentation is in place and satisfactorily maintained.

The childminder forms good partnerships with parents. She provides a wide range of helpful written policies so that they are fully aware of her practices and procedures. The complaints procedure just lacks required details about the regulatory body. The childminder obtains the necessary parental consents. She states that she discusses issues about children's home language and backgrounds with parents so that she can respect their wishes and meet children's needs although this information is not included in the formal records. Parents are encouraged to share what they know about their child and to be involved in deciding on the next steps for their continuing development. The childminder keeps them well informed about their child's learning and welfare by using daily diaries and report sheets.

The childminder has no systems in place to formally evaluate her practices. However, she is aware of her weaknesses particularly her lack of understanding of the Early Years Foundation Stage (EYFS), and has been taking positive steps to address these. She has accessed support and advice from a number of sources and used this to develop her knowledge and childcare provision. A number of improvements have been made that are clearly benefiting the children.

The quality and standards of the early years provision

The childminder has only recently started to implement the EYFS so the processes she is introducing are in the early stages with regard to their impact on the children. She is developing an awareness of children's individual stages of development by observing them and assessing their achievements. The childminder is beginning to use her assessment process to identify next steps for individual children so that she can plan and provide activities that will help them make progress towards all the early learning goals.

Children are happy and settled in the homely environment. They develop their independence as they make their own choices from a satisfactory variety of toys and resources. They are encouraged to tidy up after themselves when they have finished with an activity. They enjoy painting, dough and sticking using various materials and tools. They spend time at role play activities such as tea parties. The childminder continually talks with the children to promote their language skills. They build close relationships and children enjoy cuddling up with the childminder to look at books. Children have a number of opportunities for mark making, for example, as they make shopping lists to take to the shops.

Children's health is promoted by ensuring that their lunches stay fresh and that they have easy access to water. They learn about what is good to eat and what foods make them strong. They have fun cutting up fruit to make smoothies. They have the opportunity to count, weigh and measure as they do other cooking activities with the childminder. The home is kept clean and appropriate hygiene procedures are carried out. Children learn the importance of good personal hygiene as they are encouraged to brush their teeth after meals.

Children enjoy plenty of fresh air and exercise. They go on outings to places such as the park and beach. They find out about the wider world as the childminder shares her family's experiences with the children. Children develop an understanding of how to keep themselves safe as they practise crossing roads and learn about potential dangers of strange animals and unknown adults.

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?	2
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:

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:

- take action as specified in the early years section of the report (Procedures for dealing with complaints). 11/05/2009

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 early years section of the report (Procedures for dealing with complaints). 11/05/2009