

Inspection report for early years provision

Unique reference number	EY320292
Inspection date	02/06/2009
Inspector	Amanda Shedden
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 2006. She lives with her husband and three children, two of whom are in full time education. The whole of the childminder's house is used for childminding and the premises are easily accessible. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time on the Early Years Register and the compulsory part of the Childcare Register. There are currently two children on roll.

Overall effectiveness of the early years provision

Overall the children are making satisfactory progress. The childminder has a basic understanding of the Early Years Foundation Stage (EYFS) and a good understanding of child development enabling her to support children. This is a fully inclusive setting where all children are valued and included. Whilst systems to self-evaluate have yet to be fully developed the childminder is keen to improve the provision she offers.

What steps need to be taken to improve provision further?

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

- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- further develop risk assessments to ensure they include and identify all venues outside the home that the children visit
- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- extend current format of planning to include identified next steps of children's learning

The leadership and management of the early years provision

The childminder has undertaken training to gain an understanding of the EYFS and has started to make observations on the children; however, they are not linked to the early learning goals. She has undertaken training to ensure that she meets the welfare requirements of registration.

Relationships with the parents are good, they are provided with a range of policies and procedures ensuring they are fully aware of the childminder's practice. Time is taken each day to discuss the children's day and to ensure they are receiving continuity of care. Parents receive frequent newsletters keeping them informed of

the range of experiences their children are involved with and what is planned for the next term.

The childminder has a range of policies and procedures to support her practice; however, risk assessments for outings are not fully developed to incorporate all the venues that are visited. Children are protected by the childminder, who has a secure understanding of child protection and the procedures to follow if there was a concern. Good attention is given to ensure that all hazards are minimised to keep the children safe.

The quality and standards of the early years provision

Children are happy and comfortable in the childminder's home. The long term relationships that have been built with the families ensure that children feel secure within the environment.

The childminder liaises with other childminders to create a termly plan which covers all six areas of learning. These plans are adjusted to meet the stages of the individual children. Observations are made on the children, however, they do not link to the planning of the activities nor are they linked to the early learning goals. Consequently this means that an accurate picture of progress is not readily available to enable the childminder to ensure that the children are progressing consistently. Despite this children thoroughly enjoy their time with the childminder.

The in-depth knowledge the childminder has of the children enables her to respond immediately, ensuring that they are well cared for and are interested in the activities on offer. Children self-select from the wide range of resources both inside and outside the house. The children have warm relationships with the childminder and this makes them confident to engage her in their play when they want her to join in. They look at books together, discuss pictures that the child is gluing and play games encouraging the child's observational and turn taking skills. They enjoy the outdoor resources, riding bikes, playing on the see-saw, taking dolls for walks and visiting a soft play area each week, all of which supports their physical development. Children are confident and respond well to the childminder's suggestions of new experiences, for instance playing a new game or following instructions on how to use less glue when sticking pictures on paper.

Parents provide the food which the childminder stores appropriately; she ensures that children have access to drinks throughout the day and responds to the children when they want to have their snack or lunch. Children behave well, they know the routine of the day and they respond well to gentle reminders, for instance to stay at the table until they have finished eating.

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:

Met