

Inspection report for early years provision

Unique reference number	EY232952
Inspection date	22/05/2009
Inspector	Carol Cox
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 2002. She lives with her 12 year old son in Worle, North Somerset. The whole of the ground floor of the childminder's home and a bedroom and bathroom on the first floor are used for childminding. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time. She is currently caring for two children in the early years age group, and three older children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from a local school.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder promotes children's welfare and safeguarding well. She has a limited knowledge of the learning and development requirements of the Early Years Foundation Stage but children do make progress in her care. She builds good relationships with parents to ensure children's individual needs are identified and met. Although the childminder's system of self-evaluation is in its infancy, she has identified areas for development and demonstrates capacity for improvement through satisfactorily addressing recommendations from her last inspection.

What steps need to be taken to improve provision further?

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

- develop a system to evaluate the quality of provision to ensure that the needs of all children are met
- ensure behaviour management strategies are appropriate for each child's understanding and stage of development
- develop a system to record children's achievements and use these records to plan for individual children's next steps in learning
- organise resources effectively to support children's play, learning and development

The leadership and management of the early years provision

The childminder has sound policies and procedures in place to promote children's health and well-being. For example, there is a good policy in place to exclude children when they have an infectious illness. All policies and procedures are shared with parents in writing. The childminder has attended recent Early Years Foundation Stage training. However, she has does not yet have a secure understanding and knowledge of how best to plan for children's learning based on records of their achievements. The childminder has a current paediatric first aid

certificate and has recently started further early years training. She maintains clear records of accidents and any medication administered; these are verified by parents. She builds good relationships with parents and values their partnership when identifying children's needs. The childminder conducts regular risk assessments of her home, garden and outings to ensure children's safety.

The childminder has made an initial attempt to evaluate her provision and has identified some areas for development. She has identified a need to improve her knowledge of how to implement the learning and development requirements of the Early Years Foundation Stage and is confident that attendance on the National Vocational Qualification Level 3 course will help her. Parents have been involved through a questionnaire and the childminder plans to develop the system further. She demonstrates capacity for continuing improvement by addressing the recommendations from her last inspection.

The quality and standards of the early years provision

The childminder promotes children's learning and development through a thoughtful balance of activities which support learning in all areas. The childminder uses her intuitive knowledge of children and nurtures their learning through her warm interactions. For example, a young child is helped to develop speech and language skills through singing nursery rhymes and being encouraged to express himself. Children have free access to a wide range of resources, however, these are poorly organised and sometimes children become frustrated. For example, it is difficult to find particular toys and children move on to the next activities quickly; they are not encouraged to tidy up and boxes become muddled. Children benefit from visits in their local community where they begin to learn about the wider world. They enjoy opportunities for role play and use a variety of resources to make marks and express themselves. The childminder does not yet keep clear records of children's achievements or plan effectively for next steps in learning, this means that at times children may not be adequately challenged.

The childminder promotes children's health very well. She provides healthy and nutritious snacks and drinks and works closely with parents to identify any food allergies or intolerances. There are clear systems in place to record accidents and to gain consent and guidance from parents when administering medication. The childminder makes sure her home is safe for children and helps them learn about road safety when on outings. Generally children behave well but the childminder does not yet have a secure understanding of behaviour management techniques. This means that at times children's behaviour is not appropriately managed. Children are safeguarded as the childminder has a good understanding of child protection issues and ensures her policy and procedure follow the guidance of the Local Safeguarding Children Board. Children are valued as individuals and their specific needs are carefully considered. They thrive in the warm and affectionate care provided by the childminder.

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?	2

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