

Inspection report for early years provision

Unique reference number	EY334511
Inspection date	22/06/2009
Inspector	Sharon Waterfall
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 2006 and lives with her husband and three children in Boston, Lincolnshire. The ground floor of the premises is used for minding, with children accessing a play room, lounge and dining area. There is an enclosed garden for outside play. The premises are close to local amenities such as shops, schools and nurseries and is easily accessible to all.

The childminder is registered to care for five children under eight years of age and is currently caring for two children in the Early Years Foundation Stage (EYFS) age range on a part-time basis. She supports children with learning difficulties and/or disabilities and those for whom English is an acquired language. The family have a pet dog and the childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has an appropriate knowledge of childcare and development and uses this to provide a suitable range of resources and activities for the needs of the children attending. Her awareness of the requirements for the EYFS are basic and her own systems of self evaluation are limited. However, she has made changes particularly within documentation that impact positively on children from advice and guidance she has received. Children's care needs are consistently met through information shared with parents, but individual learning and development processes are brief and do not present opportunities for parents to be involved or individualised learning to be provided.

What steps need to be taken to improve provision further?

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

- ensure children's behaviour is managed in a manner appropriate for their stage of development.

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

- undertake sensitive observational assessment and use the information to identify learning priorities and plan relevant play-based activities for each child's continuing development (Organisation) 31/07/2009
- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken, include an assessment for each type of outing. (Documentation) 30/06/2009

The leadership and management of the early years provision

Children's welfare is safeguarded as the childminder has an appropriate awareness and practical issues to keep children safe. A written safeguarding policy is in place and shared with parents that relates to current guidance and she is aware of how to identify and report children at risk. Visual risk assessments and a daily check of the premises take place; however, the levels of risk and how they are resolved are not recorded. In addition the risk assessment for outings relates only to car journeys and not to the environments that the children will be visiting; this could compromise children's safety. The childminder supervises the children directly through their care and play and warm relationships have been developed.

The childminder has identified some of the play preferences of the children and intends to obtain resources to support the children's development in these areas through a grant given by the local authority. Other evaluative processes have been identified by advisory agencies; though the childminder is positive in implementing any advice given she is not pro-active in her self evaluation of the provision. Children are learning to respect and value differences as an adequate range of resources are available that positively promote diversity. Children are treated as individuals and their care needs are well met.

Relevant information regarding children's welfare on a daily basis is shared with parents through written daily diaries and ensures a consistency of care is given. Parents have copies of the written policies and procedures and full permissions are requested from them including legal guardian, permission to seek emergency medical treatment and for outings. Contracts are completed to ensure that both parties' expectations of the provision are known and discussed. Parents are not involved in the progress and assessment processes as these have only just begun.

The quality and standards of the early years provision

The childminder has a limited awareness of the six areas of learning within the EYFS; however, her appropriate knowledge of childcare means that she has provided children with a range of resources and activities for their overall development. She has just begun to develop learning journals for the children using photographs; they are not sensitive observations of children's learning and development but describe the activity shown. Therefore, the information recorded does not relate to the expectations of the early learning goals, assess children's achievements or enable the childminder to plan individualised next steps in their progression. It does demonstrate a varying range of activities that the children engage in during their short attendance with the childminder.

Photographs show children making facial expressions that show different types of emotions, enabling them to learn that emotional needs are ways of informing people how they feel and that they will be supported in dealing with them. Both children present are secure and despite their age gap interact well, sharing resources and the childminder's time. A young child is beginning to learn about acceptable boundaries and though praised for responding appropriately, the

childminder does use negative language in her initial requests. The children chose from a range of resources stored in the playroom and are confident in moving around the space provided for play. They make their own decisions about what they want to play with and access then independently.

Mark-making activities are provided through drawing and colouring activities and an older child is beginning to enjoy practising her 'writing' skills. They enjoy looking at books and listening to stories that the childminder reads. Older children are caring for their own pepper plants and the younger children are learning to care for other things as they grow tomatoes and cucumbers, which they will eat for their snack. Nature walks around the local area enable the children to observe how the weather and seasons change and to collect items for art and collage work. Their creative skills and physical skills of manipulation are developed as they learn how to knit and sew. Mathematical language is used in children's play as they count the number of bricks they have used to build a tall tower, identify the different shapes of the bricks and guess how tall it might get.

Nutritious snacks are provided for the children, with outdoor activities such as walks and playing in the garden being engaged in regularly. The children wash their hands before eating and are learning about self hygiene and care needs through the daily routines. This ensures that a healthy lifestyle is promoted to children.

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