

Inspection report for early years provision

Unique reference number	EY297327
Inspection date	13/07/2009
Inspector	Rosemary Davies
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 2004. She lives with her husband and three children, aged one, five and nine years, in the Ferndale area of Swindon, Wiltshire, close to shops, parks, toddler groups and an outlet village. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children at any one time of whom three may be on the Early Years Register. She is currently minding three children under five years who all attend part-time. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Minded children may use the entire house, although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is still getting to grips with all requirements of the Early Years Foundation Stage (EYFS) following her return from maternity leave. Nevertheless, she provides an inclusive and welcoming setting in which she knows children's individual care needs and caters for these very well. Children make satisfactory progress in their learning and development when with this childminder. The childminder follows recommendations from outside professionals; she begins to reflect on her practice and shows suitable ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- instigate a system to help children be more aware of the range of resources offered in order to promote their independence as learners
- extend the assessment arrangements to track children's progress towards all the early learning goals
- seek parents' written permission for obtaining emergency medical care.

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

- maintain a record of risk assessment that complies with requirements of the EYFS (Documentation)

13/08/2009

The leadership and management of the early years provision

The childminder is fully aware that she lacks secure knowledge of the EYFS, owing to missing training through taking a career break. Nevertheless, she seeks support from local authority professionals to help develop her practice and identify areas for development. She acts on advice given, such as introducing an assessment system, although this requires further development. At the time of this inspection, evaluation systems are in their infancy; however, the childminder makes strides towards reflective practice through identifying the training courses she wishes to take in the next academic year.

The childminder keeps most required documentation methodically and confidentially, although she has overlooked the need to keep a record of her risk assessment, so breaches requirements. Nevertheless she safeguards children suitably, protecting them from unvetted persons when out in the locality, explaining why they must not approach strangers and requiring all visitors to identify themselves before admitting them to her home.

The childminder establishes worthwhile partnerships with parents and others concerned with the children's care, learning and development. She discusses children's progress, preferences and care needs with them and works hard to help children make the transition to school smoothly, when appropriate. The childminder makes herself available to parents at times convenient for them, so that they hear about children's experiences and activities through the day.

The quality and standards of the early years provision

Children enjoy extremely good relationships with this childminder. They listen carefully to what she says, so they know the expectations; they behave very well. This helps them to be secure and relaxed in the childminder's company and ready to learn. Children learn to be aware of other children's differing needs as the childminder explains carefully that not everybody is the same.

The childminder knows individual children's preferences and interests. She provides them with activities they enjoy, offering a good balance of adult-led and child-chosen experiences. However, there is no system to support children in choosing from the wide range available, so they do not progress as quickly as they might as independent learners. Children clearly enjoy their activities and the childminder spends her time with them, supporting their play and extending it through suggestions. The childminder makes good use of her garden area to provide well for children's physical development, in which they gain a variety of skills. She offers all six areas of learning outside, encouraging children to note things around them, such as a pigeon's nest in a horse-chestnut tree.

The childminder begins to undertake regular, sensitive observation of children's play to note their progress and in doing so, identifies some of the next steps for their learning. However, there is no system to check children's progress against all the early learning goals, which means she cannot be sure all aspects are covered.

Children use a very clean homely environment. They learn good personal independence skills, which will aid school transitions for the older children. The childminder shares her sickness policy with parents; she has undertaken training in food and kitchen hygiene. All this contributes to children being protected well from the dangers of cross-infection. The childminder is enthusiastic about outdoor play and children benefit from her good role model in this regard, getting plenty of daily exercise and fresh air.

Children play in safety both indoors and out. The childminder identifies and minimises potential risks to children's safety well. She understands her responsibilities for protecting children's welfare and knows the procedures to follow should she have any concerns. Children learn to keep themselves safe because the childminder keeps alert and points out areas for potential accidents as they arise. For example, older children hear reminders about how to use scissors and the trampoline safely, and explain exactly what to do in the event of a fire, owing to practising the emergency evacuation procedure regularly.

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?	2
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?	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?	2
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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