

Inspection report for early years provision

Unique reference number	259915
Inspection date	20/07/2009
Inspector	Sally Ann Smith
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 1987. He lives and works with his wife who is also a registered childminder. They live close to Derby city. Schools, shops and parks are all in close proximity. The whole of the ground floor areas and two bedrooms on the first floor are used for childminding. This may pose problems for children with mobility issues. However, there are sleep and toilet facilities on the ground floor to meet all children's needs. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child on a part-time basis. The provision is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. When working with his wife, they are registered to care for a maximum of 12 children. The childminder provides overnight care.

There were no children present at the time of the inspection.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is beginning to develop an understanding of the Early Years Foundation Stage (EYFS) and generally implements procedures to ensure that most of the requirements are met. Sound partnerships are established with parents so that information is regularly shared to ensure that children's individual needs are met. As yet, the childminder does not make effective use of self-evaluation to identify areas for the development of his provision, although he shows a willingness to make any necessary improvements to enhance practice.

What steps need to be taken to improve provision further?

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

- develop further the assessment arrangements to ascertain young children's achievements in relation to the early learning goals
- develop further the systems for recording the risk assessment so that it covers anything with which a child may come into contact
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

- ensure that information about who has legal contact with the child, and who has parental responsibility for the child is obtained (Safeguarding and promoting children's welfare).

21/08/2009

The leadership and management of the early years provision

The childminder ensures that children are cared for in a safe environment where hazards are minimised. Regular discussions help children to understand how to keep themselves safe in a variety of different situations. The childminder continually reminds children about safety around the home such as sitting down on furniture and handling equipment such as scissors and knives correctly. Whilst there is a basic written risk assessment in place, it does not identify all potential hazards and how these can be minimised. However, children are under the constant supervision of the childminder or his co-childminder therefore ensuring their safety. The childminder demonstrates a satisfactory understanding of safeguarding procedures and the necessary steps to follow should he have concerns about any child in his care. A written procedure is available to share with parents so that they are clear of the childminder's responsibilities in protecting children.

There are written policies and procedures outlining how children's welfare is promoted and these are shared with parents. Informal discussions take place on a daily basis enabling the childminder to share information to successfully meet all children's needs. However, information has not been obtained regarding who has legal contact and parental responsibility for children.

The childminder is keen to improve his practice although systems for self-evaluation are still in their infancy. However, the childminder is aware of where improvements can be made, in order to further develop the quality of care and learning for children.

The quality and standards of the early years provision

The childminder organises his time well to support children so that they enjoy their time in the setting. Children are encouraged to initiate their play following their interests and preferences. The childminder ensures that individual children's needs are met and activities are adapted according to each child's abilities. The childminder observes the children in their play and builds on their skills to help children progress, although as yet, there is no formal system in place to record observations and assessments and link these to the early learning goals.

Children are encouraged to become independent learners, developing their self-esteem and confidence. They learn to put on their coats and shoes and hang up their coats on pegs. Children enjoy construction using their imagination to build various objects. A large tray is regularly filled with a variety of different textures such as rice and salt enabling children to scoop this up with the various cars, trucks and diggers they play with. Books are easily accessible and children often enjoy snuggling up with the childminder to listen to a story. Older children in particular are equally happy sitting in the quiet area and looking at these independently. More vigorous pursuits are undertaken both inside and out. A range of equipment is available for children to play with whilst in the garden but they

also visit the local park to play on the large climbing equipment and have a run around. Children are shown how to leapfrog and perform forward rolls developing their physical skills and coordination.

A cardboard skeleton hanging up in the lounge is used to promote discussion, particularly if children have hurt various parts of their bodies. They look at the different bones and discuss how joints and muscles work. They learn about the importance of exercise and food in order to keep themselves healthy. Younger children are provided with space to move around and explore. A variety of resources such as shape sorters, wooden blocks and inset puzzles help to develop their hand and eye coordination. Action rhymes and songs develop their numerical recognition as they count forwards and back.

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?	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?	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

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 voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- demonstrate knowledge and understanding of the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Qualifications and training).

15/01/2010