

Inspection report for early years provision

Unique reference number	EY389097
Inspection date	13/07/2009
Inspector	Kerry Iden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her partner and two children in a house in Shoreham-By-Sea, West Sussex. The ground floor of the house is used for childminding purposes with toilet facilities and one bedroom for sleeping on the first floor. There is an enclosed garden for outdoor play. The family has two cats.

The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group, there are currently two children on roll in total, both of whom are in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder takes children to local toddler groups, library and parks.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder has made a steady start to her childminding since the completion of her registration earlier this year. She ensures individual children's needs are met by liaising with parents about all their individual care needs and understands the different challenges she must offer children within the early years age group.

The childminder has further plans for her childminding and her own professional development to ensure continuous improvement to her service.

What steps need to be taken to improve provision further?

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

- ensure a more systematic approach to the development records and assessments and that these are completed on every child in the early years age group to show their continued progress in all areas of learning.
- ensure children's safety in the garden in relation to securing the gate at the back of the garden at all times when the garden is used by the children.

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

- ensure there is a record of risk assessments that includes information on who conducted it, date of review and any action taken following a review or incident (also applies to the compulsory part of the Childcare Register) (Suitable premises, environment and equipment)

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The leadership and management of the early years provision

The childminder spends her whole time working directly with the children. She has completed the necessary first aid course and recently completed the Introduction to Childminding Practice following her registration as a childminder. The childminder has in place some policies for the parents to read regarding aspects of her service and obtains written details from the parents regarding the children's information. The childminder is beginning to evaluate some aspects of her provision from the theory of setting up her service for childminding to how it works practically now there are children in the setting.

The childminder has developed a good understanding of safeguarding children. She has a sound knowledge of signs and symptoms that may concern her about a child's well being. With detailed written information to support her, the childminder understands the procedures she must follow should she have a concern about a child's welfare. The children are further safeguarded from harm with the childminder's strict procedures around the safe collection of children.

The childminder works closely and cooperatively with parents, sharing information verbally on a daily basis, as well as the recently introduced daily diaries that give parents information about food, drink, nappy changes and sleeps relating to their child. The childminder welcomes parents into the setting at any time. She follows the clear instructions from the parents and works in conjunction with them to ensure consistency for the children.

The quality and standards of the early years provision

Children are cared for in a homely environment where they have sufficient space within the house and access to rear garden to play and learn. The childminder makes visual checks of all areas used by the children to ensure their safety although has not completed risk assessments for inside the home or when away from the setting. Furthermore the childminder must ensure the gate at the rear of the garden is always secure when children use the garden.

Throughout the day young children make their own decisions about their play from a selection that the childminder has made available or by choosing from additional storage boxes. Their routines are followed in conjunction with their parents wishes around sleeping and feeding arrangements. The interaction observed between the childminder and the young child is warm and affectionate, as they snuggle up on the sofa to share stories before settling down with a bottle of milk prior to having a daytime nap.

The children have some resources to develop their problem solving skills and have access to equipment that encourages them to think about shapes, numbers and colours and these areas are discussed by the childminder through every day activities. Good communications skills are encouraged by the childminder throughout the day, they chat and listen to each other and as young children are interested in animals, the childminder uses this to introduce new words to the

children as they look together at pictures in books and catalogues. Children's knowledge is reinforced by the childminder as she repeats words children say and praises them for their efforts.

Young children's physical skills are encouraged by the childminder as they develop their early preparation skills for walking. The childminder supplies them with suitable resources to aid this such as child walkers and encourages them to pull themselves up using the furniture and by holding hands. Children make frequent trips to the local parks where they play on the swings and slides and are able to make independent choices about where they go as they are able to crawl in a safe environment. Through craft activities, water play in the garden, dressing up, singing and trips to an organised rhyme time children are able to express their creativity.

The childminder makes some plans for the week and these include time away from the setting as young children have the opportunity to mix with other children and build on their interaction and social skills as they attend toddler groups and visit the local library. Children's interests are also used in planning activities for example, one child's interest in planes has lead to the childminder organising a trip to the local airport. Through routine activities and child-led play within the home the children are starting to be challenged by the childminder as she begins to understand the six areas of learning and how these often cross over in many activities. The childminder has started to put together development records although these are not yet in place for all children in the early years age group and are not a secure system to ensure children are making steady progress towards all areas of the early learning goals.

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?	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?	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:

Not Met (with actions)

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

Met

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

- must take action as specified in the Early Years section of the report.

27/07/2009