

Inspection report for early years provision

Unique reference number	EY375709
Inspection date	15/09/2009
Inspector	Jan Burnet
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. She lives in a residential district approximately two miles north of Banbury town centre, with her husband and two children aged seven years and nearly two years. The entire house is registered for childminding. Toilet facilities are on the ground floor and the first floor. A fully enclosed rear garden is available for outside play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for four children, of whom two may be in the early years age group. There are currently three children aged under three years on roll. The childminder is able to walk to a local school to take and collect children.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the provision for children in the Early Years Foundation Stage (EYFS) is sound. The childminder promotes children's care needs appropriately and meets their individual developmental needs generally well. However, children's welfare is not fully protected because the childminder does not hold a current first aid certificate. She ensures that all children are valued and included. Information obtained from parents helps her to identify and address children's differences. The childminder is aware of her strengths and areas for improvement and her commitment to continuous improvement is satisfactory, although required training has not been completed.

What steps need to be taken to improve provision further?

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

- make sure that a current first aid certificate is maintained (Safeguarding and promoting children's welfare). 31/10/2009

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

- make sure the written risk assessment covers everything with which a child comes into contact; with specific reference to the tall bookcase in the sitting room
- develop the systems for assessing children's progress and for using information from parents, as well as from observation and assessment, to inform planning for individual children.

The effectiveness of leadership and management of the early years provision

The childminder provides a warm and welcoming environment. Most welfare requirements are being met as measures are in place to promote children's health and safety. However, potentially children's well-being is compromised because the childminder does not hold a current first aid certificate. She is fully aware of her responsibilities with regard to supervision and a written risk assessment identifies how most potential hazards have been identified and addressed. However, the record does not identify all measures in place to ensure children's safety as a large wooden book case is not fixed to the wall in the sitting room. The childminder is aware of her responsibility with regard to protecting children from abuse and a safeguarding procedure has been drawn up for parents. All required records are kept up to date and in good order. The childminder makes sure that all resources are appropriate to children's individual ages and stage of development.

The childminder is aware of the benefits of self-evaluation and identifies greater use of planning for individual learning as an area that she is developing. Generally, her commitment to improvement is sound. There were no actions or recommendations made at the time of a, 'No children on roll' inspection in 2008. A good range of written policies and procedures are effective and inclusive for those children who attend. Children gain an understanding of difference. The childminder encourages an awareness of how different people celebrate religious and cultural festivals and children play with puzzles and books that reflect positive images of culture and disability. Admission information from parents is thorough and so the childminder is fully aware of children's differences and she works in partnership with parents to meet every child's needs. In discussion, the childminder will ensure that the needs of children with special educational needs and/or disabilities, and English as an additional language are met. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children.

The childminder is proactive in seeking the views of parents about her provision. A questionnaire has been developed and the childminder asks for their views on methods of communication and if they would prefer any other method, routines and activities, the menu, if they have any concerns about their child's development, behaviour management, any alterations they would like to make to their contract, and any other comments. A daily diary is kept for each child and a summary includes the child's achievements. Some parents take the opportunity to add to the diary, for example, activities enjoyed at the weekend. Picture phone messages are sent to parents during the day showing their child enjoying activities and these are also emailed. Parents are provided with good quality information about the early years provision. A parent pack contains Criminal Records Bureau information, registration details, the childminder's CACHE Level 3 Diploma in Home-based Childcare certificate, references and personal details about the childminder and her family. A good range of policies and procedures have been drawn up, including ones on safeguarding, equal opportunities, managing behaviour and complaints. The behaviour policy clearly acknowledges the

importance of positive reinforcement. Children are continually praised and encouraged by the childminder in order to boost their self-esteem.

The quality and standards of the early years provision and outcomes for children

Children are making progress across the six areas of learning and the childminder is clear of her responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. Children's achievements are being recorded, but systems are not fully developed for using observations, assessment and information from parents to inform planning for next steps in learning for individual children.

Children enjoy their learning. Relationships are good and they are confident, settled and secure. The childminder ensures that, "every child is made to feel special and missed when they have not attended". On the first Tuesday of every month children enjoy a, 'favourites day' and they bring in and talk about a favourite toy, book, clothes or food. Baking activities promote learning across different areas of learning. Children count eggs and spoonfuls of ingredients, talk about more and taking away as they use the balancing scales, and talk about where eggs come from. Problem solving is part of daily routines, for example, the number of bowls needed for breakfast for the number of children present. Children learn to count 'one on one' as they build with bricks, and also as they knock bricks down and then decide how many remain. Children develop good manipulative skills as they play with dough, paint, writing materials and safe small toys that are appropriate for their different ages and stages of development. They enjoy looking at books and listening to stories. The childminder promotes their enjoyment of books by organising trips to the library.

Children move to music spontaneously as they listen to the radio and they enjoy regular, 'band practise' as they listen to music and play musical instruments whilst they march around the house. In the garden the children develop physical skills as they play with footballs and on a small trampoline, slide and rocker. They regularly use safe equipment at the park. Very young children currently move tricycles with their feet and older children are learning how to steer and use the pedals. Children learn how to keep themselves safe and how to protect their own health. Young children learn that an upright flat hand is a sign for 'danger' and they must stop what they are doing. They learn road safety and the reason why they must always wear wrist straps. The childminder provides healthy meals and snacks and encourages children to play outside throughout the year.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

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

- take action as specified in the early years section of the report (Welfare of the children being cared for). 31/10/2009

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:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 31/10/2009