

Inspection report for early years provision

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Inspection date	05/11/2009
Inspector	Barbara Walters
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.

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Description of the childminding

The childminder registered in 2007, having previously worked as a childminder for eight years. She lives with her adult daughter in the town of Keynsham, in Bath and North East Somerset. The whole of the house is used for childminding and there is an enclosed rear garden for outdoor play. This provision is registered by Ofsted on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant.

The childminder is registered to care for a maximum of six children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group who attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks to the local school to take and collect children. She attends a childminder toddler group and takes children to the local library, park and walks. The family have a pet cat and two guinea pigs. The childminder is a member of the National Childminding Association. She has gained the Extended Childminding Practice Certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder organises her home well to promote children's opportunity to freely access carefully selected toys and resources that provide stimulation. Children progress well in their learning and are interested in the varied range of play opportunities on offer. The system for evaluation is not in place to drive continuous improvement in all areas and children's safety and welfare is not fully promoted. A key strength of the childminder is working closely with parents in making sure that the needs of individual children are effectively met.

What steps need to be taken to improve provision further?

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

- take necessary steps to safeguard children by developing an effective safeguarding children policy and procedure which includes the procedure to be followed in the event of an allegation being made and by developing knowledge of the procedure to follow if there are concerns about a child (Safeguarding and promoting welfare)
- 07/12/2009

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

- develop further the risk assessment to include specific areas of the home and

- garden and when children are taken on outings
- develop further an effective system to monitor and evaluate the quality of the provision

The effectiveness of leadership and management of the early years provision

The childminder continues to improve her practice as she takes advantage of the training available to her which she brings back to support the children in her care. For example, following the childminder's attendance on a course, children have their own friendly space to enjoy and share with their friends. The childminder demonstrates a commitment to improvement by using self-evaluation to identify areas for development. However, a system to fully monitor and evaluate the provision is not in place, which limits the capacity for the childminder to improve. The childminder ensures all relevant checks for adults who have contact with the children within the home have been completed. She has attended child protection training and has a suitable understanding of the indicators of abuse. However, the childminder has not updated her child protection policy in line with the Early Years Foundation Stage to take into account of what to do if an allegation is made against her or members of the family. This is a breach of a legal requirement. Overall, children are sufficiently safeguarded, although the childminder does not have a full understanding of who to contact in the event of the need to make a referral.

The childminder has established supportive and friendly relationships with parents and they appreciate her warm nature and the caring atmosphere she provides. The childminder takes parents' views seriously and they complete well thought-out questionnaires to help the childminder bring about improvements for the children's enjoyment and care. Daily discussions help the childminder to work closely with parents to meet individual children's needs. The childminder maintains clear records and has developed her policies so the appropriate information is available, for example, relating to children's departure and toys from home policy. Parental permissions have been developed for when children attend other settings and the childminder works closely with other agencies to provide consistency of care. The childminder has organised her home well to encourage children to access toys and resources and to choose their own activities. The toys that are presented reflect children's interests and preferences. Areas within the home are well used to provide versatility during play, for example, tables become dens and the stairs become a bus. The childminder demonstrates a good understanding of the importance of promoting equality and diversity within her provision. She values children's home backgrounds and meets their individual requirements through her daily practice and through the resources and experiences on offer to them.

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

Children are beginning to learn to behave in ways that help keep themselves safe. For example, they use the steps carefully and carry the ball in a bag when out

walking along the road. The childminder completes daily visual checks on toys and equipment to maintain a safe environment in which children can play. However, children's safety is not fully promoted as the childminder has not fully developed a risk assessment to reflect specific areas of her home and garden and when children are taken on outings. Children are having fun as they develop responsibility to maintain a clean environment by cleaning the table before meal times. They begin to understand where their food comes from by helping to prepare the fruit before snack time and growing salads from seed in the garden. They help tend the plants and water them daily before helping to pick them for their meals. Regular walks in the nearby woods help children to explore and appreciate nature as well as having the opportunity for regular exercise and time in the fresh air.

The childminder uses her knowledge of how children learn to help them make good progress. She knows the children well and uses this knowledge to plan a good balance of interesting activities which are adult-led and child initiated. For example, young children are well supported when they explore the small world toys and the wooden bricks. They begin to develop an understanding of size and shape when exploring which toy fits through the tunnel. Babies and young children gain from being together. Their language is developing well as the childminder describes each toy, such as "that's a policeman" and they respond enthusiastically when the childminder asks them to point to their eyes, nose, knees and ankles. The childminder is effective in supporting children and encourages them to think by asking them open-ended questions. Children's achievements are carefully recorded in the learning diaries and the childminder uses these to identify the next steps in their learning and plan future activities. Well thought-out themes, such as 'once upon a time', when children complete activities about the gingerbread man and inky wincey spider, help children to make links in their learning and make sense of their world. Everyday experiences are used to extend learning. For example, children's understanding of the world around them is promoted when they look at the magazine which is brought by the postman and choose the toys they would like for Christmas.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Safeguarding Children) 07/12/2009

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 compulsory part of the Childcare Register section of the report (Arrangements for Safeguarding Children) 07/12/2009