

Inspection report for early years provision

Unique reference number	EY345000
Inspection date	18/06/2010
Inspector	Michelle Tuck

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 2006. She lives with her husband and two children aged 10 and 11 years old. They live in Wells, in Somerset. The whole of the ground floor is used for childminding. There is a room available on the first floor for a sleeping child. There is a fully enclosed garden for outside play.

The childminder is registered to care for six children at any one time, including three in the early years age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make choices from the range of indoor and outdoor activities provided and are happy and settled in the childminder's care. The childminder's knowledge of children's individual needs ensures that they make suitable progress in their learning. The level of challenge is sufficient to interest and engage the children as the childminder has sound knowledge of child development. However, robust observations and assessments are not yet fully developed to track children's progress towards the early learning goals. Children are safe and secure and some required documentation is complete to promote their welfare.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing (safeguarding and welfare)(also applies to the compulsory Childcare Register and voluntary Childcare Register) 08/07/2010
- complete an appropriate paediatric first aid course by (promoting good health)(also applies to the compulsory Childcare Register and voluntary Childcare Register) 30/06/2010

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

- develop further the observations and assessments of each child's achievements, interests and learning styles and match these observations to the Early Years Foundation Stage and early learning goals
- discuss and practice the emergency evacuation procedure with the children

The effectiveness of leadership and management of the early years provision

The childminder's organisation is generally sound. She is aware of the importance of maintaining most essential records, although she does not carry out a risk assessment for every type of outing, which is a specific legal requirement. She follows established procedures, such as those for children's attendance and accident records. She organises her day so that all children are well supported in their chosen activities. Equality of opportunity is promoted as she individually supports each toddler and child within mixed age groups. The home is arranged to offer children suitable play space and access to a range of indoor and outdoor resources, including construction toys, crafts and imaginative play. The childminder well promotes children's health through providing a clean, warm environment and offering a good example regarding hygiene and a healthy diet. Although the childminder is competent in dealing with any first aid incidents through previous knowledge and experience, she has allowed her first aid certificate to lapse, however she is due to renew this the week after inspection. The children are safe as all adults in the household are checked and they are not left in sole charge of non-vetted people. The childminder is vigilant and regularly risk assesses the house and garden for any hazards. The childminder appropriately teaches children about keeping themselves safe and has a sound understanding about child protection issues and procedures.

Overall, the recommendations from the previous inspection have been soundly implemented to support children's learning and development and promote their health. Some systems for self-evaluation mean that the childminder regularly reflects on her practice. She is able to build on strengths and address areas for improvement as she seeks and listens to the views of parents and carers. The childminder gets to know what the children are doing with other early years providers through contact books and the sharing of information, this helps to ensure consistency in the support of their welfare and learning. Sound relationships with parents are established and new families share their children's routines so that the childminder supports them effectively to settle. Through ongoing conversation and seeing their children at play, parents are aware of the children's well-being and some aspects of their development.

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

Children are content and enjoy the time they spend in the childminder's care. Their early language skills are developing consistently and vocabulary is extended through the childminder's introduction of words, such as 'apple' and 'grapes'. They have access to favourite toys, and enjoy knocking down the tower of bricks the childminder helps them to build. Children develop at their own rate, making steady, individual progress because the childminder is competent in supporting their development. She has a basic understanding of the Early Years Foundation Stage and observes children's responses. As a result, a balanced range of adult and child-led experiences is introduced, helping children to develop in all areas.

Boys and girls have equal opportunities in all they do and children of all ages are included and valued equally. The childminder offers satisfactory challenges to move children on, she has not yet begun to regularly plan for their next steps in learning. She has a daily diary to record each day's events and for some children she keeps a contact book. The childminder regularly takes photographs which show the children engaged in fun activities such as a visit to the garden centre play park or observing tadpoles.

The children benefit from the secure environment. They confidently choose toys from those displayed at their level and the childminder supports them well in their chosen activity. For example, she helps them to complete puzzles. On finding the duck puzzle piece, she says 'quack, quack'. Children are kept safe when they go out, they are transported safely, learn to hold hands and learn about road safety. The childminder has an emergency evacuation procedure in place, however she has not discussed or practised this with the children, although they are still very young. Children learn to adopt personal hygiene routines, for example, after toileting and before eating. A healthy lifestyle is promoted through children having regular access to drinks so they do not become dehydrated. Children benefit from nutritious food in meals provided by their parents and choose from a range of fruits for their snacks to demonstrate their growing understanding of healthy options.

Children's self-esteem increases as they respond to the childminder's encouragement that impacts positively on their concentration and behaviour. For example, they are praised as they fit the puzzle pieces correctly and form a strong bond with one another as they play. Young ones gain an understanding of what is expected of them and learn, for example, to share the toys and be kind to one another.

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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
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	3
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 30/06/2010

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 30/06/2010