

Inspection report for early years provision

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Inspection date	19/10/2010
Inspector	Susan Ennis
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 registered in 1996. She lives with her husband, a child aged 12 and an adult child in Houghton Regis, Bedfordshire. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The front of the premises is accessed via a ramp. The family has no pets.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of two children in the early years age range and is currently minding two children in this age group. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll in this age group. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and generally safe environment for all children and ensures that all are included and supported. She has cared for some of the children since they were young babies providing stability and continuity of care for them and their families. Children make sound progress in their learning and development because the childminder's flexible approach to planning generally meets their individual needs. The childminder has taken steps to evaluate her practice and is consequently able to make changes to improve the daily care and experiences she offers the children, parents and carers. She demonstrates a growing awareness of the practice required to promote the outcomes for children and has the capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that reasonable steps are taken to ensure the safety of children and others on the premises in the case of fire. This refers to the position of the fire blanket and the carrying out of regular fire drills (Suitable premises, environment and equipment). 08/11/2010
- carry out a full assessment of risks for outings and trips 08/11/2010

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

- develop the use of initial starting points, observations, assessments and planning to demonstrate children's progress towards the early learning goals and share this information with parents and others involved in the children's lives
- increase children's understanding of the wider world by providing a range of activities and resources that reflect the diverse society in which they live.

The effectiveness of leadership and management of the early years provision

The childminder has most appropriate policies and procedures in place to ensure that all children are protected. For example, she is booked on a course to update her safeguarding knowledge and has the local contact numbers for reporting concerns should they arise. She also ensures that anyone coming into contact with the children is suitable to do so and has arranged emergency cover with another childminder should she be unable to care for the children at any time. She has devised an emergency evacuation procedure but as this is not regularly practised children are not aware of what to do in an emergency. Also as the fire blanket is not correctly positioned their safety is affected. Children move freely around the premises because the childminder takes sound steps to minimise most of the hazards. Daily visual safety checks are carried out as well as regular risk assessments of the areas used by the children. However, as records of risk assessments are not consistently completed for routine outings or trips children's safety is again affected.

Children's individual development is generally promoted because the childminder has satisfactory procedures and resources in place to support, monitor and evaluate their progress. The available resources are soundly used and the inclusive, child-friendly environment is generally conducive to children's learning and play. For example, low-level storage enables the children to self-select what to play with and clear floor space ensures that they have the room to play.

The childminder demonstrates a commitment to sustainability as she has attended several training courses since her last inspection and has more booked, therefore improving her knowledge and the outcomes for children. She has begun to evaluate her practice by completing the self-evaluation form before inspection and plans to use this in the future to identify her strengths and areas for further development.

The childminder has a sound understanding of anti-discriminatory practice, enabling her to provide a service which is inclusive for all children and families. She works with the parents to ensure that she recognises each child's background, needs and beliefs. Children are gently encouraged to recognise differences and respect diversity and this is encouraged through resources and activities. However, the range of resources and activities reflecting the diverse society in which we live is currently insufficient limiting children's understanding and knowledge.

The childminder builds trusting relationships with parents. She generally updates

them about their child's welfare and development through use of verbal communication to promote consistency. However, this area needs further development to ensure that parents feel fully involved in their child's learning and progress. Parents are encouraged to share any concerns they may have and are made aware of the childminder's policies and procedures including the complaints procedure. The childminder demonstrates an awareness of liaising with other agencies and generally works in partnership with them and the parents to benefit the children in her care.

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

The childminder offers a sound range of opportunities to support the children to make satisfactory progress in the areas of learning and development. Her flexible approach to planning ensures that children's choices and likes and dislikes are taken into account. For example, when children choose the small construction bricks to play with before nursery they are provided for them by the childminder. Then when the children ask if they can play with them on their return, the childminder ensures that they will be available. She extends the activity by providing instruction sheets for them to try and follow developing their thinking and problem solving skills as they do so. The childminder is generally aware of where the children are in their development and uses observations to record their achievements. However, there is limited information regarding children's starting points and current systems do not sufficiently demonstrate how children's next steps are fed into planning or their overall progress. Therefore children's individual needs are not always effectively met.

The childminder generally ensures that there is a sound range of activities to stimulate children's interests. A current favourite are the dolls and role play equipment. Children use these to develop their creative skills as they pretend to visit the fruit and vegetable shop where the childminder is the shop keeper. They purchase what they need and later use the items to make tea for their dolls. Children also enjoy developing their mark-making and writing skills as they try to write their name. When they are unsure of how to write a certain letter they confidently ask the childminder for help with forming the letters in the correct way. Children develop their knowledge and understanding as they make models with construction resources and learn about cause and effect as they make a model of a wind turbine and blow on it to make it move around. Children are clearly settled with the childminder and forge positive friendships with her and the other children. They are encouraged to use appropriate behaviour and the childminder, acting as a positive role model, helps them make the right choices.

Children's health and welfare are positively promoted as the childminder takes steps to minimise the spread of infection and develop children's understanding of healthy living. For example, they know to wash their hands after using the toilet and enjoy playing in the garden extending their physical skills and benefiting from the fresh air. They are becoming aware of their own safety as they discuss road safety when out and about and adhere to sensitive reminders from the

childminder. For example, they are reminded not to put the small construction bricks in their mouth in case they choke and know not to run around in the house in case they slip over and hurt themselves.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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:

- ensure that the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of the household (Arrangements for Safeguarding Children) (Also applies to the voluntary part of the Childcare Register). 08/11/2010

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 Childcare Register section of the report (Arrangements for Safeguarding Children). 08/11/2010