

Inspection report for early years provision

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Inspection date	23/03/2011
Inspector	Lindsay Dobson
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 2000. She lives with her partner and four children aged 17, 11, seven and five years. The family have a pet cat and a dog. The whole of the premises are used for childminding. This consists of a lounge diner, a kitchen and a downstairs toilet. On the first floor there are three bedrooms and a bathroom. There is a fully enclosed garden available for outside play. They live within walking distance of local schools, shops, parks and other amenities.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of four children under eight years. There are currently five children on roll, of whom three are in the early years age range. The childminder sometimes works with a registered assistant.

The childminder has an appropriate childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas of learning and development. They are confident, happy and are recognised as unique and their individual needs are met well. The childminder is calm, caring and interacts very well with the children. Most written policies and procedures are shared with parents and overall contribute to the smooth running of the childminding service. A good partnership with parents and an awareness of the partnerships required with other early years settings has been developed with the exchange of regular information. Systems for evaluating the childcare practice are ongoing and developing and the childminder is fully committed to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment identifying aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects including when they have been checked and by whom and review at least once a year or more frequently where the need arises. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

06/04/2011

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

- review policies and procedures to reflect the introduction of the Early Years Foundation Stage framework and ensure that these are consistently implemented in practice and shared with parents
- develop the system used to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are well protected from the risk of harm. The childminder has a good knowledge and understanding of her role and the actions to take in order to act quickly and professionally if she has concerns about a child. She is secure in her knowledge to ensure that effective vetting procedures are in place and is fully aware of her responsibilities with regard to supervising the children in her care. The childminder gives priority to children's safety and carries out regular checks on her home to ensure they are safe whilst in her setting. She has installed a good range of safety equipment, such as safety gates and cupboard locks to keep children safe. However, the current record of risk assessment does not include sufficient detail to fully comply with the requirements of the Early Years Foundation Stage framework and is therefore a breach of regulations. The childminder maintains a record of risk assessments for the outings undertaken with the children. She is able to discuss the safety precautions she takes when out and about and a priority for her is helping the children to understand how to keep themselves safe.

The childminder supports parents well as she provides very flexible care arrangements. She keeps parents well informed about her service through the sharing of written documentation including some policies and procedures, however, not all policies currently reflect the changes to legislation with the introduction of the Early Years Foundation Stage. Therefore not all information shared is relevant to current practices. Good information about children's well-being, routines and activities is shared through detailed daily conversations and written diaries. The childminder does not currently care for children attending other early years settings, although she has a good awareness of the need to develop working partnerships to enable her to complement and support their learning. The childminder has a positive attitude to providing an inclusive service to all children and their families. Resources provide positive images of cultural diversity and disability and children explore aspects of the wider world through practical activities. Resources are deployed well and children have clear choices in their play.

The childminder has started to self-evaluate her provision and is using the Ofsted self-evaluation form to support her in this process. However, she is in the very early stages of this process and has not fully developed her systems to ensure identified targets for improvements are effectively prioritised. The childminder is able to verbally identify some of the strengths of her setting and has gathered verbal feedback from the parents to enable her to find out their views. She is eager to develop her service and discusses her future plans positively.

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

The childminder organises her daily routines successfully, ensuring children's individual needs and interests are provided for. The stimulating environment is well planned with a wide range of good quality resources which children can easily access to enable them to make choices about their play across all areas of learning. The childminder is continually developing her systems for observing and monitoring the children's development. She is using spontaneous and planned observations supported by photographic evidence to show how the children are progressing. The childminder shares the children's development profiles with their parents.

Children engage in self-chosen and adult-led activities. Low level storage and clear labelling encourages the children to make their own decisions and develop their independence. Children have many opportunities to develop their imaginations and role play from their own experiences. They happily play with the dolls and change their clothes, check their nappies, feed them with a bottle and take them for walks in the pushchairs. They enjoy using the play dough and develop their skills as they mould, shape and roll the dough. The childminder engages them in conversations as they play and actively encourages their learning as she introduces concepts of colour, number and mathematical language including size and shape. Children's knowledge and understanding of the world is positively promoted by the childminder. Together with the children they have made a triop park. They have hatched the triops and the children love to watch them swimming around. Part of the set has involved them in growing grass and there are fascinated by the florescent rocks that they seen shining in the dark. The childminder and children talk about the creatures and learn about how they grow and what to feed them on. Their knowledge of information technology is developing as they use the small computers and educational toys and they love to walk in the parks and collect pine cones and other foliage to make collage pictures reflecting the local environment.

The children are learning the importance of developing a healthy lifestyle. They recognise that fresh fruit and vegetables are good for them and children are provided with nutritious meals provided by the childminder and their parents in partnership. Children enjoy regular outdoor play and they have good opportunities to use the garden, parks and local community to promote their health and physical development. For example, they climb, slide and swing on the equipment in the park and enjoy wheeled toys in the childminder's garden. Children learn about their own safety as they regularly practise the emergency evacuation procedures. More able children have made pictorial evacuation procedures which are displayed in the play room. They develop an awareness of road safety through discussion and practise when on outings, and in the home they are encouraged to keep the toys tidy. Children's behaviour is good. They use good manners, are encouraged to share, take turns and show respect for each other. Children receive lots of positive praise for their efforts and achievements.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	2
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:

- take action as specified in the early years section of the report(Suitability and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register) 06/04/2011

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(Suitability and Safety of Premises and Equipment) 06/04/2011