

Inspection report for early years provision

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Inspection date	11/07/2011
Inspector	Hilary McKenning
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 partner who also occasionally works as an assistant. The premises are a bungalow. Children have access to all rooms, with exception of the main bedroom. There is a fully-enclosed garden for outside play. The childminder is registered to care for a maximum of six children at any one time. She walks to local schools to take and collect children and is a member of the National Childminder's association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are made welcome by the childminder and they confidently access a variety of resources and experiences where they can learn about themselves and explore their environment. Observations to monitor children's progress are in the early stages. However, they do not identify the next steps in children's learning and are not used to plan appropriate activities.

Most documentation is in place. However, the childminder does not consistently maintain permission forms for all children attending. Children's individual routines and interests are appropriately met as the childminder regularly consults with parents. Children freely choose activities within a safe environment as suitable risks assessments and daily checks are completed. The childminder is developing a system to monitor and evaluate her service and identify areas for further development.

What steps need to be taken to improve provision further?

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

- develop a process to assess children's learning and development and plan to meet individual children's needs
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- develop a system to share information with parents about the children's learning
- ensure all permission forms are accessible, in particular, who has parental responsibility for the child and written parental permission for children to take part in outings.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility for safeguarding children's welfare and there are appropriate procedures in place to follow should there be any concerns. There are risk assessments in place and the childminder carries out daily

checks to ensure the environment is safe and secure. There is an evacuation procedure in place and children are regularly involved in fire-evacuation drills. The childminder has an appropriate first aid certificate and children do not attend if they are ill. There are appropriate systems in place to record any accidents and to administer medication. Most documentation is in place, however, not all permission forms are maintained and available for all children attending.

Children are happy and settled within the comfortable and welcoming environment. There is sufficient space available for children successfully negotiated wheeled toys around the play areas safely and independently. Children freely select toys and equipment that are easily accessible and eagerly take their chosen activities outside to play in the garden. Policies and procedures are in place to support the childminder's service offered and ensure parents are suitably informed. Parents receive a copy of all policies and amended copies as changes are made. For example, parents are informed of the correct complaints procedure. There are positive relationships developing with parents, and they share basic information at the beginning of the placement, as well as information regarding their child's likes and dislikes. However, this does not extend to children's learning and development. Informal links are being developed with other settings offering the Early Years Foundation Stage. The childminder has completed appropriate courses for registration and further training to develop her service, such as food safety and hygiene. She has recently started sign language training.

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

The childminder spends time playing and talking with children. She is aware of individual children's interests and provides a variety of toys and activities they will enjoy, such as small world resources and scooters. Children enjoy a variety of creative and craft opportunities and proudly show their pictures displayed on the wall. Children are forming good relationships with the childminder and giggle and laugh as they chase the bubbles from the bubble machine around the garden. Children are introduced to safety and are regularly involved in discussions about road safety on their daily walks to school and when on outings. They are developing an understanding of safe practices as they use the large play equipment in the garden, such as climbing frame, scooters and trampoline. The childminder is developing an understanding of the Early Years Foundation Stage framework. She is beginning to make observations of what children do and activities they have taken part in. However, these are not linked to the early learning goals and do not identify children's next steps in their learning. As a result, the childminder does not plan and provide activities to meet young children's individual learning needs.

Children enjoy a range of meals and snacks that meet children's individual dietary needs. Children are asked to choose their preference of sandwich filling and flavour of yoghurt. Children are developing an understanding of good hygiene procedures as they wash their hands at appropriate times, such as before meals. Children make a positive contribution by becoming involved in the play opportunities provided. They are encouraged to share, be kind and have mutual

respect for others. There is the opportunity for children to explore the immediate environment and they have regular opportunities to enjoy visits to toddler groups, play areas and places of interest within the local area. Children have the opportunity to gain an understanding of difference through the activities provided within their everyday play.

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:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met