

Inspection report for early years provision

Unique reference number	EY374392
Inspection date	01/12/2008
Inspector	Amanda May
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two children aged nine and three years, in Caversham, Reading. The whole of the childminder's house is used for childminding with sleeping and toilet facilities on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to provide care for two children in the early years age group. There are currently two children on roll. She is also registered to provide care under the compulsory and voluntary parts of the Childcare Register. There is one child on roll in this respect.

The childminder walks to local schools to take and collect children and attends the local parent/toddler group. The family have some fish as pets. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has sound procedures in place to evaluate her service and therefore recognises some areas which would benefit from further improvement to increase children's enjoyment, development and progression in their learning.

The childminder seeks information from parents concerning children's individual needs and has a secure awareness of children's routines, including the signs made by babies to indicate when they are tired or hungry.

The childminder currently cares for a child who speaks English as an additional language and has researched key words which she uses to aid communication to help them to feel included and valued.

What steps need to be taken to improve provision further?

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

- ensure that full and detailed risk assessments are in place and regularly reviewed for the home as well as each specific type of outing, including procedures for checking that fire safety equipment is in full working order
- devise methods of ensuring that activities are planned which support children in their interests and current stages of development to allow them to make consistent progress in their learning and ensure that this information is shared with parents
- develop procedures for supporting children in developing their awareness of good hygiene in relation to handwashing facilities and if they are ill or infectious
- ensure that training course as prescribed by the local authority has been attended within six months of registration

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

- ensure that prior written permission is obtained from parents for each and every medicine before it is administered to children (Safeguarding and promoting children's welfare).

02/12/2008

The leadership and management of the early years provision

The childminder has some procedures in place to protect children from harm. She carries out safety checks of her premises and has some awareness of potential risks when on outings to different parks and play areas with the children. However, current procedures are not always robust to ensure that all potential hazards are identified and action is taken to minimise risks where necessary. The childminder has a fire safety plan in place which is in writing and shared with parents. Relevant equipment is also in place, including smoke alarms, a fire blanket and a carbon monoxide tester. However, smoke alarms are currently only checked every six months and have not been checked to be in full working order since the childminder became registered. This could put children's safety at some risk. However, the childminder does demonstrate a clear awareness of her responsibilities in terms of safeguarding children and knows what action she should take if she was concerned about any of the children who are in her care.

The childminder spends time discussing with parents what children are enjoying whilst they are in her care, and invites prospective parents to come to her home and look through her policies and documentation. Communication books have recently been introduced to encourage parents to provide important feedback to the childminder and provide them with an opportunity to write any queries or concerns.

The childminder helps to support older children who attend school in their learning through trying to provide activities which complement those which children are learning about at school. The childminder encourages children to do their home work whilst they are in her care and encourages children's understanding of phonics and provides books relating to themes such as Egypt where she feels these will support children in their interests and understanding. This helps to develop children's self-esteem and the childminder has some links with the schools through accessing information through children's reading records and communication books.

The childminder evaluates her service to some extent and has identified some areas which she would like to improve. The childminder recognises that more could be done to support children in their early learning and development and plans to implement developmental plans for each child to help her to achieve this. The childminder feels well supported by the local authority and seeks support from her childminding mentor if she is concerned or has any questions. This helps the childminder to seek information about best practice and make changes to her own

service if applicable. The childminder has attended a relevant first aid course since registration, although she has not yet attended introductory training which is provided by the local authority. This means that the childminder may not have gained relevant information and support to ensure the service provided to children and parents is of a high quality.

Documentation is well maintained in most instances. The childminder has procedures in place for ensuring children's actual hours of attendance at the setting are recorded accurately. However, the childminder has failed to ensure that signed consent from parents is received before any medication is administered to children. Instead, parents sign to acknowledge when medication has been administered. This means that a regulation has been breached and children's health may be at risk.

The quality and standards of the early years provision

Children are making sound progress in their learning and development. The childminder provides children with a range of activities and children are able to access their own toys and resources independently. The childminder has started to observe children in their play and makes brief records and take photographs which help to provide evidence of their current stages of development. However, plans are not currently in place to ensure that the childminder uses these records to plan future activities to support children and help them to take their next steps in learning. The childminder spends time talking to parents about what toys children have played with, however, information about the Early Years Foundation Stage framework is not actively shared to ensure that parents can see how their children are progressing and how the activities provided by the childminder are consistently providing challenge and support.

Children are developing some areas of the learning and understanding better than others. Babies are well supported in their communication skills and understanding of language as the childminder looks at a story book with them and points out different things within the pictures. Babies also babble and are making different sounds, which the childminder encourages enthusiastically. The childminder has some toys and resources which encourage children to enjoy creative play and older children enjoy opportunities for role play as they play with dolls, dressing them up and using a pushchair to push their babies along. Babies are provided with a range of electronic toys which encourage them to develop their awareness of sounds, as they walk on a music mat with the childminder, noticing the different sounds that are made.

Some aspects of children's health is protected. The childminder has a secure nappy changing procedure where children are changed on a washable changing mat, which is cleaned after each use using antibacterial wipes. Babies are given a toy to hold whilst being changed and the childminder tickles children's feet as they enjoy the one to one attention with the childminder. The childminder has some procedures to ensure children who feel unwell at the setting are collected by parents, however, procedures concerning accepting children into the setting when they have an infectious illness are not as secure. This means that the spread of

illness and infection is not always effectively minimised.

Children are offered meals which are generally well-balanced and the childminder stores meals provided from parents in the fridge to ensure they are kept cool and fresh. Children are reminded to go upstairs and wash their hands before they eat main meals together. However, children are not generally encouraged to do so before eating a snack together mid-morning. As a result, babies and children are not always supported in learning about good hygiene and their health is not promoted as a result.

Children are beginning to develop some awareness of being safe. They are reminded about taking care as they play, with older children knowing that toys with small parts must be kept away from younger children and babies. The childminder also discusses with children about road safety as they walk home from school and they know to wait for the childminder before crossing in front of driveways where cars might be reversing. Children who attend the setting generally behave well, with older children being reminded that they should act as positive role models for those who are younger. The childminder has sound procedures for encouraging good behaviour and children play alongside each other whilst showing interest in their peers.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.