

## Inspection report for early years provision

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<b>Unique reference number</b>	EY301486
<b>Inspection date</b>	16/02/2009
<b>Inspector</b>	Jill Lee
<b>Type of setting</b>	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 2005. She lives with her husband and five children, aged from six to 18 years, in Stocksbridge. The home is accessed by steps.

Only the downstairs of the home is used for daily childminding activities, although one bedroom is available for overnight care. Children have access to a fully enclosed garden for outdoor play. The family has a dog.

The childminder is registered to care for four children under eight years at any one time. She offers a full time service, including after school and school holiday care. She is currently caring for three children of pre-school age and six school aged children. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder builds warm relationships with children. She provides a welcoming, homely environment where children are able to select play resources independently. She communicates daily with parents, which helps her understand children's needs and ensure they are fully included in activities. She is beginning to use informal observations of children to help her think about their interests and what they know, but these do not systematically support planning for their progress. The childminder accesses appropriate training opportunities and is beginning to evaluate the effectiveness of her practice in promoting the outcomes for children. Children's welfare is mostly safeguarded well, although the childminder has not clearly understood some requirements.

## What steps need to be taken to improve provision further?

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

- develop a greater understanding of the Early Years Foundation Stage and effective ways of using observations, including those from parents, to plan for next steps in children's learning
- review monitoring of safety issues, specifically with regard to overnight care.

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

- ensure adult: child ratios are maintained at all times,  
as shown on the certificate of registration 06/03/2009
- ensure prior written permission for each and every  
medicine is obtained from parents before any  
medication is given. 06/03/2009

## **The leadership and management of the early years provision**

Children are cared for in a safe and secure environment. The childminder has an adequate understanding of her responsibility to safeguard children and to follow the procedures of the Local Safeguarding Children Board if concerns are identified. She has a written risk assessment covering most areas, helping to ensure that children remain safe, both in the home and on outings. She has clearly considered safe evacuation in an emergency and routinely practises the evacuation plan with children. They talk confidently about their own responsibilities within it, for example where they go to get away from the fire. However, she has not fully considered all elements of risk and safety in relation to overnight care, for example, maintaining the security of upstairs windows balanced against the need for safe evacuation in an emergency.

The childminder demonstrates, overall, a clear awareness of the responsibilities placed upon her. However, she has not fully understood that she must notify Ofsted of changes to her circumstances. For example, she has not informed Ofsted that all her own children are now aged over five years and only two are under eight years, in order that her registration certificate be altered to clearly reflect how many children she may care for. This misunderstanding has led her to care for more children than the number for which she is approved, which is a breach of the conditions of her registration. Required records, policies, and procedures are in place and are mostly implemented adequately to promote children's welfare. However, on one occasion the childminder administered Paracetamol, as described in her accident book, without the required prior written consent. Although verbal consent was sought from parents at the time, this constitutes a breach of regulations.

The childminder communicates with parents on a daily basis, so that they are kept fully informed about their child's welfare and progress. Parents comment positively in a questionnaire about the care their children receive, saying they value the 'happy, safe environment'. They share information about their child's individual needs, so that the childminder gets to know children and their family very well. This helps children to feel secure, valued, and included. She is not very confident about planning to promote awareness of diversity, but is trying to think about ways to introduce this. For example, she planned a Chinese meal for Chinese New Year and has increased the range of play resources available. The childminder verbally finds out about children's starting points, to help her plan suitable activities. All children have the opportunity to join in and enjoy a range of age appropriate resources and activities. The childminder shows awareness of the importance of promoting continuity in children's care and learning, but children cared for do not attend other settings.

The childminder has satisfactorily addressed issues raised at the last inspection. She attends relevant training courses and is starting to reflect on her practice to evaluate how effectively she is promoting the outcomes for children. This is helping her begin to build on her strengths and become aware of areas for future

improvement. She has developed a basic awareness of the learning and development requirements of the Early Years framework but recognises the need to develop and improve the use of observations in her practice, to help her plan more effectively for children's progress.

## **The quality and standards of the early years provision**

Children are settled and very relaxed in the childminder's care. She is sensitive to individual needs, so that children have a real sense of security and belonging. Children play happily together and cooperate well as they organise games. They behave well and simple house rules are reinforced consistently in everyday routines, so that children clearly understand expected behaviour. For example, they capably negotiate turns on the electronic games, help to prepare snacks, set the table for lunch and tidy away the toys when they have finished with them. The childminder praises them frequently and sensitively acknowledges their achievements. She has a positive and consistent approach, which supports even younger children's ability to manage their own behaviour. Older children are very aware of the needs of younger children and help to support their play.

Children are confident and motivated, as the childminder understands their needs and interests and enjoys spending time with them. She introduces activities into the play environment to reflect their interests and appropriately support their development. Children confidently initiate activities, like floor painting. They enjoy helping to get out the paper and paints, negotiate which colours to use and ensure everyone can join in if they wish. They display their work for all to enjoy. They enjoy making 'bake art' models and painting them. They paint flower pots to plant seeds in, weigh out the vegetables for lunch and sort out the ingredients for baking. The childminder promotes lots of interactive conversation, so that children share their experiences and think about what they are doing as they play.

Children have the opportunity each day to enjoy outdoor activity and fresh air. They love bouncing on the trampoline, riding around on the bikes and digging in the sand and the soil. The childminder talks with them about the importance of exercise for good health. Children enjoy daily walks with the dog and love splashing through puddles on their walks to the field for games of football. Everyday routines encourage them to think about healthy eating and self-care, for example, they are encouraged to eat lots of fruit and vegetables and to limit sweet foods. Children think about keeping themselves safe in everyday activities and learn about road safety as they walk to and from school. Younger children know they must wear wristbands and hold onto the pushchair. They actively contribute to daily routines and are encouraged to be caring and considerate. Children enjoy varied learning opportunities in the childminder's care.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection.

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.