

Inspection report for early years provision

Unique reference number	EY216127
Inspection date	08/04/2009
Inspector	Hilary Mary Mckenning
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 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 2002. She lives with her family in Barnsley. The whole of the ground floor is used for childminding, along with the first floor bathroom. There is a fully enclosed garden available for outside play. Care is offered Monday to Friday, throughout the year.

The childminder is registered to care for a maximum of six children at any one time. There are three children attending on a part time basis, two of whom are in the early years age group. The childminder drives to local schools to take and collect children and attends the local parent-toddler groups in the area. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are confident and made welcome by the childminder who supports them to make a positive contribution. Sensitive observations are carried out; however, these are not used to plan for children's learning and development. The childminder promotes inclusive practice through keeping records of each child's individual needs and providing resources and experiences where they can learn about themselves and explore differences. Most of the required documentation is in place and maintained appropriately although, there is no written record to evidence that appropriate risk assessments for outings are carried out. The childminder recognises the value of continuous improvement and has completed all recommendations raised at the last inspection.

What steps need to be taken to improve provision further?

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

- ensure procedures are in place to minimise the risk of infection
- plan and provide suitable activities to help children's progression towards the early learning goals and monitor and assess their progression
- further develop opportunities to share information with parents and involve them in their child's learning and development.

The leadership and management of the early years provision

Children are happy and settled at the setting, which contributes to their well-being. Arrangements for safeguarding children are satisfactory. The childminder has a sound understanding of her role in safeguarding children. She ensures she has up-to-date knowledge of the signs and symptoms of abuse and the correct procedures to follow should any concerns arise.

Most of the required records, policies and procedures are implemented and shared with parents to promote children's welfare. Although the childminder completes a daily checklist to ensure the environment is safe and secure, no records of risk assessments are completed for the premises or any outings. This is a breach of requirements. Children are introduced to safety and how to keep safe. For example, the childminder explains why rules are needed and children are involved in safety discussions. They are encouraged to think about road safety whilst out and learn safe practices as they use the large play equipment in the park. Children also take part in regular fire drills.

The childminder has a positive relationship with children and their parents. Each day parents receive verbal feedback about their child's care and this supports a positive and successful relationship. However, the two-way flow of information does not involve parents in their child's learning and development. The childminder is developing a sound knowledge and understanding of the Early Years Foundation Stage (EYFS) framework and is developing observations and assessments of children's achievements. She has started to make written observations of what children do and enjoy and they are making steady progress. However, these are not used to inform planning for children's next steps. The childminder liaises with other providers delivering the EYFS, although information is not shared to ensure continuity of children's learning and care.

The quality and standards of the early years provision

Children are cared for in a warm and welcoming environment. Their welfare, learning and development are promoted as the childminder provides easily accessible resources. There is sufficient space available for children to move around safely and independently.

Children learn about healthy eating as all food is nutritious and meets individual dietary requirements. There are suitable systems in place to deal with accidents involving children. The childminder has an understanding of safeguarding children. She is confident to follow the procedure for reporting and recording any concerns she may have about a child in her care. There have been no complaints since the last inspection and the childminder is aware of the requirements. Children are introduced to the principles of good hygiene. However, hygiene routines are insufficiently robust and compromise children's health.

Space is organised appropriately to provide children with easy access to a variety of resources appropriate to their needs and interests. The childminder gets to know children well and spends time playing and talking with them. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy, such as football related puzzles and creative activities. Younger children show delight and excitement as they join in a treasure hunt.

Children make a positive contribution and are involved in all areas of play. They are encouraged to share, be kind and have mutual respect for others. Older children help younger children when collecting the eggs in the treasure hunt. Children explore the immediate environment with interest, building on their natural

curiosity. They have regular opportunities to enjoy the outdoors and good use is made of local outdoor facilities. The childminder is enthusiastic and takes advantage of training opportunities to improve her practice.

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

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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:

- conduct risk assessments of the premises and any outings and maintain a record of when and by whom they have been completed (Suitable premises, environment and equipment).

24/04/2009

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) (CR5).

24/04/2009