

## Inspection report for early years provision

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<b>Unique reference number</b>	222353
<b>Inspection date</b>	19/01/2009
<b>Inspector</b>	Sandra Hornsby
<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 has been registered since 1989, and has been childminding since 1987.

She lives with her adult son in the village of Elm, Cambridgeshire. The whole of the ground floor is used for childminding and two bedrooms upstairs for sleeping. There is a stepped entrance and a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and currently has 18 children on roll, seven of whom are on the Early Years Register, one child is cared for on a full-time basis. Other children are cared for on a part-time basis and during school holidays. The childminder may work with a registered assistant at times.

The childminder walks to local schools to take and collect children. She attends local toddler groups and can take children to the park.

The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

The childminder has breached a condition of her registration and consequently breached a specific requirement. Due to the nature of the breach, it has not had a significant impact on the care of the children and on a general welfare requirement. The childminder demonstrates a secure, satisfactory understanding about the children in her care and children have a nice time. The childminder is able to identify some weaknesses in her practice and future training is likely to bring about improvement to the provision.

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

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

- develop a systematic, routine approach to using observations
- use observations and assessments to plan the next steps in a child's development and monitor progress
- ensure observations and children's next steps are used to plan appropriate play and learning experiences, based on their interests and needs.

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

- ensure requirements for adult to child ratios are met at all times (Staffing arrangements) 28/01/2009
- ensure that all records relating to childminding activities are readily accessible and available for inspection at all times (Documentation) 28/01/2009

- ensure a daily record of the names of the children looked after on the premises, their hours of attendance and names of assistants are recorded accurately (Documentation).

28/01/2009

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

The childminder has not managed her provision efficiently. Evidence shows the childminder cared for too many children, in excess of her conditions of registration, on more than one occasion. Consequently, the childminder is in breach of her conditions of registration with regard to child to adult ratios. She has also failed to maintain an accurate record of the times when her assistant was present. The childminder keeps a number of policies and procedures to help support and maintain a safe, organised provision and she has most of the required documents to hand. However, previous registers are not easily accessible.

There is a satisfactory relationship between the parents and childminder. There is a two-way flow of information, between families and childminder. For example, they talk about how children were during the day and a diary shows how the children have been and what they have done. Policies, procedures and permissions are shared with parents to help maintain continuity of care for the children and a clear understanding about the service. Parents are offered basic information about the Early Years Foundation Stage (EYFS) and how it impacts on the care their children receive.

The childminder agrees with the need to embrace change and make improvements to her practice that affect the outcomes for children. She is looking to address the weaknesses identified through her quality assessment with the local authority by attending training. She has addressed the last recommendation and now practices the fire drill with children to support their understanding of safety.

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

The childminder has regard for the learning and development requirements, including, assessments, observation and planning. She has a satisfactory understanding about child development, she cares about the children and has a genuine interest in what they do. Children have a nice time, they enjoy the toys and happily play alongside children of different ages, joining in their games and sharing resources. They chatter to themselves through their play and find new ways of using equipment. For example, small children crawl through the dolls' house and say they are a 'monkey'. The childminder shares her time sitting on the floor with the children as she asks questions, uses key words and reads books.

The childminder demonstrated sufficient understanding of the six areas of learning, but little thought is given to planning a balanced range of activities to ensure children receive a broad curriculum of activities to promote their individual learning. Children's learning is satisfactory, they are enthusiastic learners and

enjoy what they do. However, a lack of observations, starting points and next steps, means that the potential for learning and being offered new challenges, activities and skills is hindered.

The childminder is calm, caring and enables children to independently pick and choose toys from a nice selection that is safely accessible. Other activities such as drawing, reading and cooking are adult-led, but instigated by children and their wishes. The childminder is supporting young children's emotional well-being effectively, as they are praised with smiles, 'well done' and cuddles. They have comfort items which they have at rest times to help them feel safe and secure. They are encouraged to develop early personal skills. For example, to drink from a cup, feed themselves and wash their hands. They benefit from the warmth and calmness in the environment.

The childminder meets the children's welfare needs and requirements to a satisfactory standard. Children are suitably safeguarded as the childminder has a good understanding and an awareness of local safeguarding procedures. The childminder has her own document to follow should she become concerned. The procedure is basic, but she has the Local Safeguarding Children Board procedures and all contact details for other agencies immediately available. She has information that is shown to the parents at initial visits. Her file of policies, procedures and documents can be seen at any time. Children's details and personal information are obtained to make sure children's health and well-being is maintained. Accident and medication records are maintained and information shared with parents. Children are safe on the premises as written and visual risk assessments are carried out daily and fire procedures practised, this means the premises remain free from hazards. The premises are clean and hygienically maintained. Additionally, a sick children's policy and good nappy changing procedures help to protect children from cross-infection and germs.

## 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>	4
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 that required the provider or Ofsted to take any action.

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.