

Inspection report for early years provision

Unique reference number	EY103957
Inspection date	20/01/2009
Inspector	Lynn Masterman
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 registered in 2002. She lives with her husband and three mature children. The family live in a small village near Doncaster. The premises can be easily accessed and the whole of the ground floor, including toilet facilities on the first floor of the premises is to be used for childminding. Care is offered Monday to Friday all year round. The childminder is a member of the National Childminding Association.

The childminder is registered to care for a maximum of six children at any one time. There are currently five children on roll of which, two children are in the early year's age group. The childminder is registered on the Early Years register and the compulsory and voluntary part of the childcare register.

Overall effectiveness of the early years provision

Children are happy and settled. Most areas of their welfare is appropriately supported. However, there is a breach in regulations as the childminder has failed to maintain a suitable first aid qualification. Risk assessments ensure areas accessed by the children are safe, however, the risk assessments lack sufficient detail, to ensure all areas inside and outside the premises will be covered over a period of time. Children make acceptable progress in their learning and appropriate communication systems with parents ensure most of their individual needs are met. However, the observations and planning of activities is not used collectively to plan for the children's individual learning. The childminder is beginning to recognise areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the observations to show next steps for children's learning and share this information with parents
- develop further the systems to ensure risk assessments cover all areas of the premises over a period of time and any outings
- develop further the systems to monitor, evaluate and identify the areas for further improvement within the setting.

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

- complete an appropriate first aid course that includes training in first aid for infants and young children

30/04/2009

The leadership and management of the early years provision

There is a satisfactory range of policies and procedures, which contribute to the organisation of the setting and the children's welfare. However, there is a breach in regulations as the childminder does not hold a current paediatric first aid certificate. The childminder maximises space in the home to ensure children are able to move around the premises in a safe and confident manner. The use of daily risk assessments ensure potential hazards inside and outside the home are identified. However, the systems in place are not sufficiently robust to show how all areas will be covered over a period of time. The childminder has sufficient knowledge and understanding of the signs and symptoms of abuse and the necessary procedures to follow to ensure the safeguarding of children in her care. All persons living in the household who have regular contact with the children are suitable and vetted.

Children enjoy their time at the setting and make reasonable progress in their learning. The childminder has acceptable understanding of the Early Years Foundation Stage framework. However, there is insufficient focus on planning the children's assessment records to clearly identify the next stage of children's learning. Appropriate communication systems contribute to a warm and friendly relationship with parents. Relevant information is shared with parents about their children's individual care, learning and play. This ensures most of their individual needs are appropriately met.

Recommendations made at the last inspection have been successfully completed and implemented. The childminder is beginning to recognise the strengths and weaknesses of the setting. She is particularly critical of her personal systems in place used to develop her knowledge and understanding of the Early Years Foundation Stage framework.

The quality and standards of the early years provision

Children are cared for in a happy and relaxed environment. The childminder knows the children very well and works in partnership with parents to ensure their individual needs are met. Her warm, caring and sensitive approach provides the children the opportunity to express their needs confidently, share their fears or anxiety and feel safe with a trusted adult. This helps children to develop meaningful relationships. Children are well behaved. They are encouraged to share, be kind and have mutual respect for others. They are beginning to develop an awareness of the wider world through discussion with the childminder and access a suitable range of play resources. The talk about similarities and differences, such as why some people need to wear glasses to help them see and how others may use a wheelchair because they are unable to walk independently. The childminder helps the children to recognise everyone has different skills and we all need support in different ways.

Children's learning and development is adequately supported through a suitable and varied range of activities. The childminder spends her time playing, talking and

listening to the children. She sits with them at their level and uses acceptable questioning techniques to extend their learning, for example, children love to sit closely with the childminder looking at books. They confidently turn the pages and point to familiar animals, such as dogs crocodiles and sheep. The childminder asks the children 'shall we count the sheep' and 'can you remember the colour of the sheep'? The childminder repeats the children as they count. The childminder is beginning to gather and use the information from other care settings delivering the Early Years Foundation Stage to support children's learning. For example, more able children are given learning objectives, such as learning to write their name or to practise a specific letter. They enjoy developing their pre-writing skills. They use different coloured pencils to draw lines and make shapes, however, planning and children's assessment records are not used collectively to clearly identify the next steps in children's learning.

Children learn about their own safety through simple house rules, such as not climbing on furniture or running in the house. They take part in regular fire drills and know how to cross roads safely. All children help to tidy away toys as part of the daily routine. They receive praise for their contribution. This helps children to feel valued and included. Documentation to support children's health, such as accident and medication records are in place, however, the childminder has not maintained her knowledge of how to care for children should an accident arise. Therefore, children's safety is compromised. The childminder has sound knowledge of how to promote children's awareness of a healthy lifestyle through eating a healthy diet and taking regular exercise. For example, young children move their bodies spontaneously when they hear familiar nursery rhymes.

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
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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

Since the last inspection there have been no complaints made to Ofsted.

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.