

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379845
<b>Inspection date</b>	16/04/2009
<b>Inspector</b>	Gyatri Rupal
<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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 October 2008. She lives with her partner in Orton Brimbles, Peterborough. The whole of the ground floor and a bedroom is used for childminding. There is an enclosed garden used for out door play. This is the first inspection since registration. The family has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She can provide care for a maximum of four children at any one time, of whom three may be in the early years age range. Currently, there are three children attending the provision within the Early Years Foundation Stage. The childminder is a member of the National Childminding Association. The childminder is able to support children with learning difficulties and/or disabilities.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder organises suitable activities which enable children to make sound progress in their learning and development. The uniqueness of each child is recognised and differences are valued so that all children feel included. The childminder works closely with parents to ensure children's individual needs are met and she understands the importance of working with other providers of the Early Years Foundation Stage (EYFS). She implements most of her policies and procedures appropriately to promote children's welfare. The childminder is aware of some of her strengths and weaknesses to monitor the effectiveness of the provision and has sufficient capacity to make continuous improvement.

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

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

- develop a clear system of planning and assessment to ensure children are making progress towards the early learning goals
- devise an effective way to evaluate practice and identify strengths and weaknesses in the provision as a basis for continuous quality improvement
- develop risk assessments to cover anything with which a child may come into contact; this refers to garden safety and electric sockets in the lounge
- provide opportunities for all adults who interact with the child to contribute to the assessment process and take account of information provided by parents on children's starting points.

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

- provide evidence that a childminder training course was attended within six months of registration (Qualifications, training, knowledge and skills)

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- take necessary steps to safeguard and promote children's welfare through obtaining information on all children's health and developing a procedure for in the event of an allegation being made against the childminder (Safeguarding and promoting children's welfare).

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

The childminder has devised a range of policies and procedures and conscientiously ensures that the documentation supports children in most areas of their welfare and development. She has a sound knowledge of safeguarding policy and understands the procedures to follow if concerned about child abuse. However, the childminder is not fully aware of what to do if parents make any allegations against her. The childminder carries out daily visual risk assessments in the home to ensure the environment is safe. However, these do not cover everything children come into contact with and there is a broken plant pot in the garden and a plug socket, both within easy reach of the children. The childminder has a system in place to keep required records to promote children's good health but she does not have an effective system in place to ensure all children's health details are in place before the childminding commences, which potentially impacts upon children's well-being.

The childminder establishes a positive partnership with parents to ensure they are informed about her practice. She is aware of the need to work with other providers who are involved offering the EYFS for continuous care. The childminder displays lots of information for parents who can also have access to her portfolio which has information of her policies and procedures. A daily diary is used to inform parents about children's daily activities but parents are not fully involved as they are not fully consulted about children's starting points for their learning. The childminder has a flexible daily routine. She provides a range of suitable play resources for children to make choices for their play. She generally observes children and provides play opportunities based on these observations. However, there is no clear system for monitoring how children progress towards early learning goals.

The childminder takes some steps to improve her practice through training. She has attended additional training to become familiar with the Early Years Foundation Stage, first aid training and child protection. The childminder states she has also completed required childminding training although she does not have secure evidence in place to confirm this. Although the childminder is aware of some strengths and areas of development a culture of reflective practice and systematic self-evaluation is not embedded. Consequently, areas to develop and improve are not clearly identified.

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

All children are respected and offered the same opportunities regardless of their background because the childminder treats all children as individuals. Children are supported by the childminder to help them develop and learn. Young children develop their confidence as they independently explore a suitable range of learning resources. They enjoy playing with push along toys and puzzles which help develop their physical skills. Young children develop their language as the childminder responds to their gestures by using the appropriate words. The childminder introduces new words to children as they play. Children confidently sit with the childminder to sing nursery songs and enjoy listening to different sounds of music. The childminder has forged caring relationships with the children and they enjoy their time with her. They play well along with each other and learn to take turns and share their toys. Children develop problem solving skills with the childminder's support as they try to sort out different puzzles. The childminder provides opportunities for children to explore materials and to learn about the natural environment. Children enjoy the childminder's attention and their self-esteem develops as she praises their achievements. Daily routines are flexible as activities are adapted according to the child's interests. The childminder is generally aware of where children are in their learning and knows what to offer them in order to promote their development. However, there is no clear system for information on starting points, observations or assessments of children's abilities and stages of development to inform the planning of activities to ensure that all six areas of learning are covered. Activities are available for children to choose from freely and the childminder does recognise some learning opportunities but there are not planned learning intentions. Therefore, children's individual learning needs are not always met effectively to enable them to make best progress towards their next steps.

The childminder has completed good hygiene training and implements an effective policy to promote good hygiene practices within her daily routine. Children are helped with their understanding of keeping themselves safe through the childminder's guidance. The childminder makes children aware of the dangers around them and how to avoid accidents, for example, by encouraging children to tidy up their toys. She provide nutritious meals and snacks for children and ensures they have access to drinking water at all times. Young children develop their confidence as they feed themselves.

## 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

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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:

- acquire the skills and experience suitable for the work, with specific reference to gaining sufficient knowledge and understanding of how to meet the requirements of the compulsory and voluntary parts of the Childcare register

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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:

- acquire the skills and experience suitable for the work, with specific reference to gaining sufficient knowledge and understanding of how to meet the requirements of the compulsory and voluntary parts of the Childcare register.

14/05/2009