

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382744
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Sheena Gibson
<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).

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 2008. She lives with her husband and family including two teenage daughters and a child aged 10. She lives in Hilton, Derbyshire. Access to the home is flat with a small lip on the frame of the door on entering. The whole of the ground floor and bathroom and toilet upstairs in the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under the age of eight years at any one time.

Currently there are two children on roll both of whom are in the early years age group. The family has one guinea pigs and two cockatiels. The childminder walks to the local school to take and collect children. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder takes some positive steps to find out about children's individual needs such as obtaining information from parents and offering settling in sessions. Therefore their needs are appropriately met and they make satisfactory progress. Some of the documentation that she has developed contributes effectively to children's welfare and learning. Positive, informal relationships with parents, provide a level of engagement that suitably supports children's welfare and learning.

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

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

- develop further the relationships with all people who impact on children's learning
- develop further knowledge and understanding about safeguarding children and consider obtaining the documentation 'What to do if you're worried a child is being abused' and the 'Local Safeguarding Children Board guidelines'
- consider how you maintain continuous improvement in relation to self-evaluation.

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

- keep a written record of complaints and their outcome. (Safeguarding and welfare) (also applies to both parts of the Childcare Register)

01/06/2009

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

The childminder is enthusiastic and committed to her role in caring for children. She demonstrates a willingness to improve her practice and has completed the required training course along with undertaking further workshops to support her knowledge and skills. However, she is currently not effectively evaluating her practice through, for example, using a self-evaluation form and therefore has not clearly identified the strengths and weaknesses of the provision and how to further improve the outcomes for children. A satisfactory range of equipment and resources are available to support children's learning and successfully promote independence.

The childminder demonstrates that she takes some positive steps to promote children's safety and keep the environment safe and secure. For example, risk assessments are undertaken and recorded on the indoor and outdoor environment and practical steps are taken to promote their safety such as the positioning of a fireguard. The childminder has an adequate understanding about safeguarding and has developed a safeguarding policy that is shared with parents. However, her knowledge about the symptoms of all types of abuse and the appropriate steps to take if there is a concern is not strong and she has not obtained relevant documentation to guide her with any necessary action, potentially impacting upon children's welfare.

The childminder liaises with parents and carers in relation to children's welfare and informs parents of her policies and procedures so that all parties have an awareness of each other's expectations. This also ensures that the childminder is knowledgeable about children's likes, dislikes and any particular requirements, effectively supporting their care. However, the childminder has not made a record of any complaints received, therefore, parents may not be aware of factors that impact upon their child. The childminder maintains a valid first aid certificate and keeps appropriate records of any accidents to children or medication that is given in order to effectively support children's well-being.

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

The childminder has an adequate understanding of how to support children's learning and development and therefore they make satisfactory progress. She consults with children about what they want to do and organises resources to ensure that a suitable range is freely available to them, which successfully supports their independence and decision making. Children are happy and comfortable with the childminder and in the environment. The childminder sits with the children at their level and so maintains eye contact. She knows the children well and during the day she sensitively observes them to ascertain their capabilities. She understands how to sufficiently challenge their skills in order for them to progress. She regularly speaks to parents about their child's development. However, she has not yet established effective communications with other settings attended by children to help provide for continuity of their learning and development.

Children enjoy their day and are confident in their play. They show curiosity when visitors arrive and are keen to have them join in with their play. They enjoy building with blocks, watching them wobble and fall as the tower gets higher. The childminder recognises children's changing interests throughout the session, for example, when they show an interest in an adults computer she gets out a toy that has buttons to press. When children show interest in looking out of the window she opens the blinds and talks about the windy weather as the child watches the trees and plants move in the breeze. Young children's communication skills are supported well. They copy sounds made by the childminder, who encourages the repetition. They are developing an early love of books as they sit with the childminder looking at the textured books.

The childminder also helps children to learn about taking some responsibility for their own safety. For example, they learn about road safety through discussion. They are gaining an understanding of the importance of good hygiene practice as they are encouraged to wash their hands before meals and after going to the toilet. They take part in a range of physical activities such as playing on garden play equipment and going to the park.

## 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:

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:

- take action as specified in the Early Years section of the report. (Procedures for dealing with complaints) 01/06/2009

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 Early Years section of the report. (Procedures for dealing with complaints) 01/06/2009