

## Inspection report for early years provision

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<b>Unique reference number</b>	101315
<b>Inspection date</b>	05/03/2009
<b>Inspector</b>	Jenny Read

<b>Type of setting</b>	Childminder
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## 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 1998. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of six children at any one time. The childminder cares for children alongside one assistant at any one time. When an assistant is present the childminder may provide care for a maximum of 12 children under eight years at any one time. She currently cares for nine children in the early years age group on a full and part-time basis all year round. She also provides care for five children after school and during school holidays in the later years age group. Additional care is provided for six children over eight years. The childminder collects children from local schools and playgroups.

The childminder lives with her husband and their two children of 15 and 13 years in the Charlton Kings area of Cheltenham close to local shops, schools and play parks. The family has a pet dog, two guinea pigs, a rabbit, three cats and goldfish. The main areas used for childminding are the sitting room, open-plan kitchen and dining area and upstairs toilet facilities. Upstairs bedrooms are used for sleeping. There is an enclosed rear garden with decking and astro turf surfaces for outdoor play. The childminder has completed a number of units towards the National Vocational Qualification in Childcare and Education at Level 2.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder promotes many aspects of children's welfare well, taking effective steps to promote inclusion and ensuring they are sufficiently safe and secure. The children are generally well engaged in free-play activities and benefit from close relationships with their peers and the childminder. However, no assessment and planning means that activities are random and not tailored to meet children's individual needs to help them move onto the next step in their learning. There is a friendly, informal partnership with parents which ensures they are kept generally well informed about most issues relating to their child's care and very basic information about their learning. Processes to monitor the quality of the provision and identify key strengths and areas for development in conjunction with children, assistants and parents are not yet sufficiently robust to ensure breaches of regulation and all gaps in the provision are identified.

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

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

- share information with parents and other settings children attend about children's learning and achievements
- develop the observation, assessment and planning systems to ensure activities cover the six areas of learning indoors and out and are appropriate for each child's stage of development to enable them to become competent

learners

- devise and implement rigorous recruitment and induction procedures to ensure those in contact with children are suitable and have clear understanding of their roles and responsibilities.

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

- carry out a full risk assessment for each type of outing to ensure necessary steps are taken to safeguard children (Safeguarding and promoting children's welfare) 30/04/2009
- plan and organise systems to ensure each child is assigned a key person to ensure that care and learning experiences are tailored to meet their individual needs (Organisation) 30/04/2009
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 30/04/2009

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

Children benefit from the childminder's friendly and energetic approach to childminding. The good team spirit with assistants and open relationships with parents provides a positive environment for children to play and learn. As a result, children are happy and content. However, rigorous procedures for recruiting, checking and inducting staff and students are not in place and a qualified first aider is not present on the premises at all times as required. Overall, most records are in place and shared with parents as necessary to support children's care. Policies and procedures are used appropriately to promote the welfare of children, although there are no methods to monitor whether what is provided for them is sufficient. For example, activities and experiences for all children are random across the six areas of learning, because children are not assigned a key person and observation, assessment and planning systems are not fully understood or in place to help children build on what they already know and can do.

The caring and thoughtful childminder is very committed to ensuring that her service is inclusive for all families. She welcomes children from other cultures and those with learning difficulties or disabilities, assertively adapting activities to enable everyone to have fun and take an active part. Using Makaton signing and learning some words in the child's native language helps them to feel special and a valued member of the setting. Parents are made to feel welcome and access to the childminder's policies, previous Ofsted report and some risk assessments ensures they are suitably informed. Parents praise the warm, friendly atmosphere and value the feedback at the end of day including the daily diaries outlining babies' individual care routines. However, there is little focus on sharing information about children's progress, which limits parents' involvement in their children's learning.

Good account is taken of recommendations made through inspection. The childminder shows commitment to the development and improvement of the childminding provision through the good support given to the children and regular discussions with assistants to ensure the needs of the children are known and understood. However, systems for identifying strengths and areas for improvement are not sufficiently robust to ensure all gaps are identified. For example, the childminder places high emphasis on children's safety within the setting and has a useful record of risk assessment for many aspects of the home and garden but has not undertaken assessments for each type of outing as required. The childminder is knowledgeable about her own role and responsibility in safeguarding children.

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

The childminder's home is sufficiently well organised to allow children some opportunities to become independent; although easy access to some resources in the kitchen and dining area is restricted. Children are making satisfactory progress in their learning because the childminder provides purposeful support and a variety of play experiences. She recognises her current knowledge of the Early Years Foundation Stage and the six areas of learning is weak consequently, activities are not clearly planned and do not link to children's individual needs and next steps. As a result, there are a number of gaps in children's learning, such as opportunities for younger children to investigate natural objects and explore their sensory experiences and for older children to investigate more advanced technology to extend their learning and skills for the future.

Children readily make choices, enjoying excellent opportunities to develop their large physical skills through free-flowing indoor and outdoor play. They confidently explore their surroundings, climbing and using the various equipment safely with increasing balance, control and strength. They learn to care for living things by helping to feed the rabbits and guinea pigs and occasionally visit the childminder's horse and enjoy walks to the local play park, field and local community.

Children smile and laugh together, forming close bonds with each other and the childminder and assistants, gaining good social skills. The older and younger children work independently and with each other, taking it in turns on the little trampoline, helping each other build boxes in the garden with the large jigsaw mats and intuitively hold the activity cube to prevent it from tipping when a baby pulls themselves up. Children develop confidence as they complete various puzzles, responding positively to regular praise, reassurance and purposeful support. Some pre-school children learn about the process of time and the environment through taking turns to complete the calendar and weather chart.

Older children learn to take care of their own personal care needs through daily practise and regular reminders from the childminder. Nappy changing procedures have improved to prevent the spread of infection. Although hand washing is not encouraged afterwards to introduce healthy toileting practices for younger children, all show good awareness of hand washing routines prior to meal times. The childminder acts appropriately to protect children's welfare, implementing well

understood procedures promptly to prevent cross infection when children are sick. Children learn how to keep themselves safe in an emergency through monthly practise of the escape plan and occasional explanation of potential dangers.

## 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?	2

### 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?	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **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 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.