

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY382059
<b>Inspection date</b>	05/03/2009
<b>Inspector</b>	Deborah Jane Starr
<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 was registered in 2008. She lives with her husband and two children aged three and seven years in Nailsea, North Somerset. Children have access to all areas of the home. There is a fully enclosed rear garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children at any one time. The childminder is currently caring for one child within the early years age group, who is in full time education and attends on a part-time basis. The childminder takes children to and collects them from a school in the local area, and visits local parks. The childminder and her family are vegetarian and while meals provided reflect this, minded children may bring additional items in packed lunches if required.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare needs are sufficiently identified, supported and safeguarded; full attention has not been given to some regulatory requirements. Children's learning and development is supported sufficiently well through the range of resources on offer and the recognition of children's achievements; children's next steps, however, are not identified or planned for. Effective links with parents and other carers ensures that children's individual needs are identified to ensure continuity in care and learning. The childminder has begun to reflect on some aspects of her practice and demonstrates some commitment to continuous improvement; this has, however, not yet had a significant impact on the outcomes for children in her care.

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

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

- continue to develop the assessment of children's progress and use this information to plan for their next steps in learning
- ensure that supervision is sufficient for children's level of understanding and age
- encourage children to develop an awareness of a healthy lifestyle through good hygiene routines, for example, prior to eating snacks
- establish an effective system of monitoring the quality of the provision to ensure the individual needs of each child are met.

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

- |   |            |
|---|------------|
| • keep a record of when hazards are reviewed and any action taken (Documentation) | 06/03/2009 |
| • keep a daily record of children's hours of attendance (Documentation)           | 06/03/2009 |
| • carry out a full risk assessment of each type of outing                         | 06/03/2009 |

(Safeguarding and promoting children's welfare)

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

The childminder organises her home to provide children with access to a sufficient variety of play and resources that reflect their interests. Children make independent choices from storage containers placed at floor level and low-level shelving. The childminder gives sufficient attention overall to policies and procedures that ensure that the individual welfare needs of children are met. She has not, however, taken full account of all statutory requirements that safeguard children; records of attendance do not reflect actual times of attendance and is a breach. In general, children are safe within the home and when outside, daily visual checks ensure safety equipment is in place and additional hazards are identified and minimised. However, records are incomplete as some details are not recorded. This is a breach of two regulatory requirements. Children move safely around the home, however, they are not sufficiently supervised when playing in upstairs rooms; consequently, their safety is not assured at all times. The childminder's sound knowledge and understanding of child protection issues and local reporting procedures ensures that children are safeguarded from harm. Discussion and access to a written statement ensures parents are aware of her responsibilities.

An effective partnership with parents and other carers recognises the individuality of each child. Parents value her flexible approach to the care of their children. Written statements, a clear display of documents and frequent discussion ensures parents are well informed of her practice. The sharing of information between parents, teacher and childminder about children's learning, development and welfare when they first start, contributes to an effective two way flow of information about children's achievements and ensures continuity in their care and development.

The childminder demonstrates a satisfactory commitment since registration to continuous development through attending training, such as child protection, and is currently working towards a level 3 qualification in early years. As a result, she has recently started to reflect on some aspects of her practice. However, monitoring and self-evaluation is not yet effective overall as some areas for improvements have not been identified. Consequently, this has not yet brought about a significant impact on the outcomes for children in her care.

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

Children are at ease and are settled in her care. The childminder uses her broad understanding of child development and developing knowledge of how resources and activities promote learning to create a sufficiently enabling environment that supports children's play. Consequently, children make satisfactory progress taking account of their starting points and capabilities. The childminder recognises children's achievements and links these to all areas of learning. Children develop

increasing independence and skills using knives and forks to eat their food and independently putting on their coats and shoes prior to leaving for school. However, she has not yet begun to use what she knows about children to identify their next steps in learning and to plan as to how these can be promoted through the interests of the child and activities on offer. For example, children are offered a choice between paints and chalk. They express their preference, begin to write correctly formed letters and make marks on a variety of surfaces in the garden. They are interested in the effects when using the side of the chalk, however, are not supported to develop this further. Children follow the lead of older children, play cooperatively together, share resources and take pride in their achievements, eagerly showing their play mates what they have done. Children's love of physical play is recognised, they access balls and happily develop their own game of football in the fresh air. Children, however, are not supported to build on their prior learning through considered challenges. Children's interest in technology is supported through access to child focussed programs on a laptop and the printer. Opportunities such as these, to independently manoeuvre the mouse and select instructions to print pictures, helps children develop skills for the future.

Children's understanding of a healthy lifestyle and good hygiene are in general, sufficiently promoted through daily routines. They gain plenty of fresh air whilst walking home from school and frequently play in the garden using a variety of equipment. They enjoy freshly prepared meals, access drinks of water when thirsty and make choices of fruit as a snack. Children's health, however, is not fully promoted as they are not encouraged to wash their hands to prevent cross contamination, for instance on arrival from school prior to eating. Children are starting to develop an awareness of how to keep themselves safe when crossing roads. Children behave well, responding positively to the childminder's praise, calm approach and consistent boundaries.

## 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?	2
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:

- include within the child protection statement the procedures to be taken in the event of an allegation made against the provider (Arrangements for safeguarding children) 16/03/2009
- devise a written statement of procedures to be followed in relation to complaints (Procedures for dealing with complaints) 16/03/2009

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:

- include within the child protection statement the procedures to be taken in the event of an allegation made against the provider (Arrangements for safeguarding children) 16/03/2009
- devise a written statement of procedures to be followed in relation to complaints (Procedures for dealing with complaints) 16/03/2009

## **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 registration.

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.