

## Inspection report for early years provision

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<b>Unique reference number</b>	EY301503
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Carolyn Gifford
<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 2005. She lives with her husband and daughter aged 11 years old at Barnby Dun in Doncaster. The whole of the ground floor is available for childminding, which includes a conservatory, dining room, kitchen, hallway and downstairs toilet with hand washing facilities. The premises are accessible via a level driveway and one step to the front door. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years old at any one time. There are currently seven children on roll, four of whom are in the early years age group. Children attend for varying days and times.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. 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 has taken positive steps to address the recommendation made at the previous inspection and now has a suitable range of activities for younger children. Inclusive practice is promoted sufficiently well so that children's needs are met and they make steady progress in their learning and development, regardless of background or ability. The childminder knows the children well, welcomes and values each individual child and provides for their specific needs. She does, however, recognise that her knowledge of the Early Years Foundation Stage framework (EYFS), and systems for planning, are areas for further development to ensure continuous improvement. Most of the required documentation is in place. However, written parental consent for seeking emergency medical advice or treatment is not in evidence and a record of risk assessments, including one for each type of outing is not maintained. Whilst this is a breach of requirements the childminder demonstrates a good knowledge and understanding regarding written parental consents and risk assessments, which contributes to children's general welfare and safety.

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

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

- develop knowledge and understanding of the Early Years Foundation Stage framework.

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

- obtain written parental consent at the time of each child's admission for the seeking of any necessary

13/05/2009

- emergency medical advice or treatment (Safeguarding and promoting children's welfare)
- maintain a record of risk assessments, identifying aspects of the environment that need to be checked on a regular basis, including a risk assessment for each type of outing (Suitable premises, environment and equipment).

13/05/2009

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

The childminder organises space and resources well and follows individual children's routines, which effectively contributes to promoting their welfare and development. She has established a good relationship with parents and other agencies involved in providing for children's learning and development. For example, she communicates daily with parents and has devised a parental questionnaire, which gives parents the opportunity to comment on the care their child receives and ensures they are up to date and included.

Most of the required policies are in place, are clear, detailed and implemented well by childminder, which has a positive impact on the safety and well-being of children. Parents are given copies and policies and procedures are also readily accessible at the setting. The childminder reflects on and evaluates her service, which leads her to identifying specific areas for improvement. For example, the need to access more training, to provide a wider range of activities and experiences and to complete risk assessments to help children stay safe.

The childminder offers an inclusive service and demonstrates a good knowledge and understanding of the areas to consider to ensure she continues to meet the needs of all children attending. She has a good understanding of her role and responsibilities in safeguarding children and knows the procedure to follow in the event of having concerns about a child. She also effectively helps children to learn to keep themselves safe, for example, she talks to them about road safety when on routine outings.

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

Children are happy and settled in the childminder's care and show a strong sense of belonging as they are familiar with the routines and the environment. Behaviour is good and the childminder's effective use of praise and encouragement contributes to children developing a positive self-esteem, feeling valued and learning right from wrong in a caring, supportive environment.

The childminder is committed to the provision of good quality care and education and children make steady progress in all areas and can easily access toys and equipment. This means that they can make choices about their play from the varied range available.

The childminder is in the process of developing and implementing the EYFS and

has clearly identified a priority for improvement is to continue to develop play and improve recording systems for observations of individual children. Activities and resources in the daily play environment do reflect children's interests and cover all areas of learning. Although the childminder does verbally demonstrate a good knowledge and is able to make links between activities and areas of learning, this is not reflected in the planning.

There is a good balance of adult-led and child-initiated activities and the childminder provides good levels of support to extend children's knowledge and understanding. However, insufficient use of open questioning techniques means there are missed opportunities to help develop individual children's critical thinking and problem solving skills.

Children's individual dietary needs are met as the childminder discusses their needs with their parents and records all relevant information and detail. She promotes healthy eating by offering children fruit at snack time and she extends their knowledge and understanding by talking to them and responding to their questions. For example, when children describe the taste of oranges, the childminder talks to them about the differences between sweet and sour and links this to other fruits. The childminder promotes the good health and welfare of children by taking appropriate measures to prevent the spread of infection. For example, the premises and equipment are very clean and the childminder has appropriate systems in place to check that toys are safe, clean and in good repair, which effectively contributes to keeping children safe.

## 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:

- take action as specified in the early years section of the report (CR5.4) 13/05/2009

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 (CR5.4). 13/05/2009