

## Inspection report for early years provision

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<b>Unique reference number</b>	EY332172
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Carol Johnstone
<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 2006. She lives with her husband and their adult son in Poole, Dorset. The whole of the bungalow is used for childminding purposes and there is an enclosed part of the garden for children's outdoor play. The family work as foster carers at weekends. The family have two small dogs and a cat that have supervised contact with the children. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time of whom three may be in the early years age group. There are currently six children on roll attending on a part time basis, all of whom are in the early years age group. The childminder also works with assistants on some days and when doing this, she can care for eight children, of whom six may be in the early years age group. The childminder supports children with learning difficulties and/or disabilities. She recently became accredited and is a member of the local childminding network group. She is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is warm and caring, and children are very comfortable and settled with her. The care of children who have learning difficulties or disabilities is outstanding. The childminder works hard to continually improve her practice and her own knowledge of childcare.

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

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

- ensure that all assistants being left alone with the children have a current paediatric first aid certificate
- develop the written planning already in place to more clearly identify children's required next steps in learning

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

- obtain written permission from parents before administering each and every medication to children (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register)

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## The leadership and management of the early years provision

The childminder keeps all of her policies and procedures up to date and these are given to all parents within a parent prospectus when they first attend. She also discusses these with each parent to make sure they understand her practice. The

childminder's assistants are clear of their role in supporting the childminder and the children, and the childminder keeps them updated with the latest developments in safeguarding issues. However, they do not have paediatric first aid certificates which is a requirement if they are to be left alone with the children. Parental consent for medication is obtained from each parent at the contract stage. However, it is not currently obtained for each type of medication prior to its administration which is a requirement.

Written risk assessments are carried out regularly of the home and any outings to ensure children's safety. In addition, other measures are in place such as safety gates and fenced off areas in the garden. Toys and equipment are regularly checked for breakages and cleaned daily to make them safe and hygienic for children. A fire drill is regularly practised and recorded to enable children to know what to do in an emergency. Smoke alarms are regularly checked and tested. The childminder has a sound understanding of how to identify the types and signs of abuse and who to contact if a concern arises. Consequently, she would be able to quickly obtain appropriate support for a child at risk of harm.

The childminder has not yet completed a written self-evaluation of her practice, although this is imminent. However, the childminder makes ongoing improvements to her practice. For example, she recently changed the layout of the rooms used for childminding in order to enable a free flow system to be implemented. This allows children to independently access the covered outside area as and when they wish. She is also committed to ongoing training to develop her personal knowledge of childcare and recently completed an accreditation process. She regularly attends meetings with her local network childminding group to discuss new information and ideas. All of the recommendations made at the last inspection have now been addressed.

The childminder has a particular expertise in caring for children with learning difficulties and disabilities, and the care provided is outstanding. There is very close liaison with parents and health professionals such as Portage, physiotherapists and speech therapists to ensure that the care provided is consistent, appropriate and meaningful. The childminder is very experienced at adapting activities to enable all children to participate regardless of their abilities. All children are encouraged to learn about difference and to be sensitive and accepting, which will help them in their future lives. Children are also encouraged to learn about the wider world and different cultures and beliefs. This is done through exploring other countries and their traditions, making flags, dressing up and celebrating cultural and religious festivals. The childminder has an excellent range of resources reflecting both diversity and disability such as books, dolls and puzzles which children have independent access to. Children also learn key words to help communication with other children who use different languages.

There are very strong partnerships with parents. Daily communication is supported with a written diary for all children and open access to children's learning records. There are also lots of photos taken of the children during the activities as well as examples of their work which are given to parents. The childminder is currently working hard to create links between herself and other providers who share the

care of the children. This will help to promote continuity of children's learning and development.

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

Children are very happy and secure with the childminder and her assistants. There is warm interaction and learning is effectively supported. Children have a range of activities to choose from and the childminder plans a different topic every two weeks such as 'shapes' and 'holidays' which form the basis of the daily activities provided. Children have independent access to a variety of resources including a home corner, small world play, books, puzzles and board games. There is also plenty of musical and sensory play. Children often create collages with different textured materials such as feathers, foil and paints.

The childminder completes a full written observation every three months of each child to record what they are achieving and she plans their next steps from this, targeting specific areas they need extra support in. There are also ad hoc 'wow' moments recorded. Currently, the written planning of topics and activities does not clearly identify children's next steps for learning. However, the childminder knows each child well and is able to effectively help them progress to the next stages in their learning. She has a particular regard to supporting their personal, social and emotional development in order for them to become confident and responsible in readiness for when they start school. Children are encouraged to learn to share toys and take turns during their play.

Children learn about their personal safety through clear safety rules which are regularly reinforced. For example, when out walking, to hold hands and stop at the road. There are regular topics at home where the children act out road safety on an imaginary zebra crossing. Children also know the rules about having to wear seat belts in the car and not to open the doors themselves. Children have opportunities to learn about safety in the community as there are visits to special events for children arranged by local police and fire officers.

Children have good opportunities to learn about their personal health and hygiene. They know to wash their hands after the toilet and after using tissues to wipe their noses. There are separate flannels for hand washing and the childminder uses disposable gloves when changing nappies. Hand gel is available at the door and all visitors are encouraged to use it to protect the children. There are healthy eating topics and the children are currently involved in growing their own vegetables which they cook and eat when ready. Children have fruit snacks each day and parents are given suggestions for healthy choices in children's lunchboxes. Water beakers are available for independent use throughout the day to ensure children's fluid levels are maintained.

Children are frequently praised and clearly valued by the childminder which helps to build their confidence and self-esteem.

## 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>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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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 29/06/2009

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 29/06/2009