

## Inspection report for early years provision

---

<b>Unique reference number</b>	136466
<b>Inspection date</b>	19/06/2009
<b>Inspector</b>	Linda Janet Witts
<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 1996 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She holds a Level 3 qualification in children's care, learning and development. The childminder is registered to care for a maximum of six children under eight years, at any one time, of whom three may be in the early years age group. She is currently minding four children, two of whom are in the early years age group. The childminder delivers and collects children from local schools as part of her services.

The childminder lives with her two adult daughters in Yate, South Gloucestershire. Minding takes place within the ground floor rooms. Toilet facilities are situated on the first floor so access may be difficult for disabled users. There is an enclosed garden for outside play.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder welcomes children and their families, and works in partnership with parents to ensure that children's individual needs are met. Children make satisfactory progress in their learning and development and have good relationships with the childminder. The childminder identifies her own training needs and reflects upon her practice but is not proactive in identifying areas for improvement that will benefit children's learning experiences. There are no breaches of specific requirements that have a significant impact on the children.

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

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

- add greater detail to the record of risk assessment. For example, sleep arrangements and any assessments of risks for outings and trips
- improve the range of activities and experiences for babies in particular, to build upon their interests and what they already know and can do. Extend opportunities for babies' sensory exploration
- develop records of learning and development and ensure that parents have regular opportunities to add to records

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

- obtain prior written permission for each and every medicine from parents before any medication is given and keep written records of all medicines administered (Promoting good health) (also applies to both parts of the Childcare Register)

03/07/2009

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

The childminder is experienced and has accessed training for her own personal development. She has achieved a recognised qualification, ensures that compulsory training is kept up to date and attends workshops run by the local authority. She has a sound knowledge of the Early Years Foundation Stage (EYFS).

The childminder uses the space within her home successfully. She restricts younger children's access to areas that older children are using, as she sees necessary, to keep them safe. For example, when school-age children are playing with small items in the dining area toddlers are kept in the lounge area to minimise the risk of choking. The childminder routinely checks areas that children use to ensure they are safe. She has a record of her risk assessment but this lacks detail and does not fully cover outings. The childminder promotes healthy eating and follows suitable hygiene procedures to safeguard children.

The childminder has produced written policies and procedures which briefly describe her practice. These are shared with parents. Records are maintained of any accidents or incidents. Consent to administer medication is usually obtained in writing. However, the childminder has on occasion administered medication following telephone consent from a parent. The childminder has also on occasion failed to record details of medication administered.

The childminder works to ensure that parents are informed about her provision and how their children have been whilst in her care. The childminder talks to parents when they deliver or collect their children and has begun to email details of what children have done over the course of the week. The childminder is aware of the benefits of involving parents in their children's learning and has tried different ways to encourage this. She shares most information about children's progress verbally and parents are given copies of photographs taken of their children at play.

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

Children of all ages are settled and happy in the childminder's care. The childminder interacts playfully with babies and promotes their communication and language development well. She also introduces the concepts of colour recognition and counting as she plays with babies. The babies gain confidence knowing that the childminder is close-by to provide support and reassurance if needed. They explore the range of mostly manufactured plastic play resources, manipulating them between their hands and exploring them with their mouths. They look closely at things they find as they explore the play environment. They pull themselves up to stand and move around practising their walking skills using the furniture, childminder and other adults for support. They are fascinated by what others are doing, watching the activities of older children and adults. For example, they show interest in computers and are keen to press the keys. They like to sit on the childminder's lap as she works at the computer. Babies are taken out in a pushchair to collect children from school and in the local area. They are sometimes

taken out in the garden while the childminder hangs out washing for example, but have few opportunities to explore the natural environment. The childminder is aware that babies in her care like to play 'peepo' and will initiate such games. She also knows that babies like to 'bang things together' and to explore. However, she does not actively use this knowledge to plan further activities to build on such information. The range of activities for babies does not successfully promote development in all six areas of learning.

A broader range of activities is offered to older children. This includes board games, collage, baking, construction, playing with playdough, looking at books, playing with dolls and role-play. The childminder does not pre-plan the activities that are offered each day. She allows children to make choices in their play. This promotes children's independence but does not effectively build upon what they already know and can do. The childminder observes the children at play and is aware of their likes and dislikes and ensures they are suitably engaged in activities. The childminder provides some information about what children are learning but does not keep a record of children's progress to help parents to see their children's progress in relation to development in the EYFS.

Children can move freely within the ground-floor rooms unless the childminder deems it unsafe for them to do so. Some toys and resources are stored so that children, including babies, can access them safely for themselves. The childminder talks to children about keeping themselves safe and fire drills familiarise children with emergency evacuation procedures. Healthy eating is encouraged. Home-cooked meals are offered. These are blended to different consistencies so as to be safe for babies' consumption. Varied snacks are provided and drinks are readily available throughout the day for children of all ages. Picnics in summer months are used as an opportunity to further promote healthy eating.

## 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:

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self administer, together with a record of a parent/guardian/carer's consent (Records to be kept) 03/07/2009

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 for the compulsory part of the Childcare Register (Records to be kept) 03/07/2009