

## Inspection report for early years provision

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<b>Unique reference number</b>	302737
<b>Inspection date</b>	06/08/2009
<b>Inspector</b>	Hilary Mary Mckenning
<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 has been registered since August 2000. She lives with her husband and two children. The family live in a house close to the centre of Barnsley. It is within walking distance of local amenities. The whole of the ground floor is used for childminding purposes and the bathroom area. There is a garden to the rear of the property which is suitable for outdoor play.

The childminder is registered to care for six children and there are two children on roll in the early years age group. Children attend on a part-time basis. She is registered on the Early Years register and the compulsory and voluntary child care register. The childminder is accredited as part of the Childminder's Network and is a member of Childminders Together.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children's learning and development is promoted, although observations are not routinely completed. Children access a variety of resources and experiences where they can learn about themselves and explore differences. The childminder promotes inclusive practice through keeping records of each child's individual needs and routines. Interest in the local community is promoted through regular outings and visits. Most of the required documentation is in place and maintained appropriately. However, the policy regarding complaints does not reflect currently guidelines. This is a breach of the requirements. The childminder is developing a system to evaluate her practice, and identify strengths and weaknesses in order to ensure further improvement.

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

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

- further develop child protection policy to reflect current guidance
- ensure written permission from parents regarding medicines is clear and appropriately maintained
- further develop details recorded in the fire log including any problems encountered and how they were resolved
- further develop planning to provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- use observations and assessments to clearly plan the next steps in children's development.

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

Children and parents are warmly welcomed into the setting. The childminder knows the children in her care well and liaises closely with parents in order to follow children's individual routines appropriately. The childminder is committed to development and she has attended a variety of training courses in order to improve of her practice. Parents receive a variety of information which ensures they are kept informed in relation to the care of their children. Parents also receive daily verbal feedback about their child's day.

Children enjoy a variety of fruit for snack times and are encouraged to make their own choice at meal times for a selection of healthy options. The childminder ensures the range of meals and snacks that meet children's individual dietary needs. Children are introduced to good hygiene routines that help in reducing the risk of cross-infection. There are appropriate procedures in place to promote the health and safety of the children in her care, for example, the sickness policy is shared with parents and is consistently adhered to. However, medical permission forms are not consistently maintained. The childminder completes risk assessments and daily health and safety checks to ensure the premises are secure. There is a fire evacuation procedure in place which is regularly practised with the children, however, the fire log has insufficient detail to support this. Children are protected as the childminder has a sound awareness of her role and responsibilities with regard to safeguarding children that are outlined within her policy. Although there is no procedure to follow should an allegation be made against the childminder or a member of her family.

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

Children are cared for in a warm and welcoming environment. Children access a variety of resources that are easily accessible and appropriate to their needs and interests. The childminder is developing an appropriate knowledge and understanding of the Early Years Foundation Stage (EYFS) framework and is starting to develop observations and assessments of children's achievements. However, these do not clearly inform planning to consistently identify children's next steps. The childminder is developing links with other providers and shares with them the delivery of the EYFS.

Younger children are getting to know colour and shape as they enjoy a matching game together. Younger children eagerly join in counting the number of counters they have won. Older children enjoy a range of books, songs and free access to mark making materials. Children experiment with colours and writing for themselves and are beginning to write recognisable symbols to represent their names supporting children's learning and competence in communicating, language and literacy. Children are forming good relationships and readily enjoy reading their favourite book together asking questions, such as what colour are different items in the story of 'Ted in a Red bed'. Children excitedly ask for another story about the frog. Older children help younger children select items of play food as they prepare for a picnic.

There are suitable systems in place to deal with accidents involving children. The childminder gets to know children well and spends time playing and talking with them. She knows the children well and ensures they all have the opportunity to join in and have fun. She communicates easily with the children listening and speaking as they let their needs be known. The childminder is aware of individual children's interests and sets out a variety of toys and activities they will enjoy, such as inset trays and jigsaws.

Children make a positive contribution by becoming involved in all areas of play. Children share and take turns as they play a matching game together and use a puppet of a caterpillar as they tell the story. Children enjoy plenty of opportunities to access physical activities as there is access to trundle toys and sit-on cars. Children are introduced to road safety when out and about as they walk to and from school, visit the shops or local park and access the outdoor play area.

## 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:

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure for dealing with complaints (also applies to the voluntary part of the Childcare Register)(CR7). 17/08/2009

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 above (CR7). 17/08/2009