

Inspection report for early years provision

Unique reference number	141331
Inspection date	14/07/2009
Inspector	Cordalee Harrison
Type of setting	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 registered in 1994. She lives with her husband and their 19 year old daughter. They live in Bradville, Milton Keynes, Buckinghamshire. The childminder's husband and her daughter both act as assistants to her. Children activities are contained within the ground floor of the childminder's home. Children have access to most areas of the ground floor including the living and dining rooms and the play room. Toilet and washing facilities are also located at this level. A rear garden is available for children's outside play. The childminder's home is within walking distance of local parks, shops, pre-school and schools.

The childminder is registered on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years. Currently she cares for six children; of these, two are in the early years age range. All of the children attend on a part-time basis. The family pets are a dog and a cat

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder liaises closely with children and their parents. This enables her to meet children's individual needs and to treat each child with equal concern. Children experience play and learning that is appropriate to their age and stage of development and which takes in consideration the other activities they experience throughout the day. The childcare environment is inclusive; children and their parents receive a warm welcome; this makes it easy for them to exchange valuable information about expectations as well as information about learning, care and welfare. The childminder shows a reasonable capacity for continuous improvement. Although she is not familiar with the Early Years Foundation Stage and guidance, she has addressed all recommendations made at the last inspection. In addition, she is currently studying to increase her knowledge of child development.

What steps need to be taken to improve provision further?

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

- continue to develop Knowledge of the Early Years Foundation Stage and guidance to be properly equipped to meet all of the welfare requirements
- continue to develop knowledge of the areas learning and development, to ensure that children consistently experience learning across all areas and aspects to progress their development in line with the expectations of early learning goals in a timely manner

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

- gain a paediatric first aid certificate (also applies to the 14/09/2009

- compulsory part and voluntary part of the Childcare Register (Safeguarding and promoting welfare)
- make sure that every assistant holds a valid and relevant first aid certificate before being left in sole charge of children (Organisation) 14/09/2009
- conduct a risk assessment of the premises and for outings and review this regularly (Suitable premises, environment and equipment) (also applies to both parts of the childcare register) 28/07/2009

The leadership and management of the early years provision

Although the childminder is not familiar with the Early Years Foundation Stage and guidance, she has sound knowledge of child development. In addition she understands that children learn through play. This enables her to provide appropriately for individual children with consideration to their age and stage of development. Most documentation required to safeguard children's health and welfare is in place. For example, children's attendance record is accurate and up to date and there is written permission for the childminder to seek emergency medical treatment or advice for children. However, the childminder does not meet all welfare requirements. For example, she does not hold a valid paediatric first aid certificate. In addition, when children are in the sole charge of one of her assistants they are not supervised by a person who holds a valid and relevant first aid certificate. This is a breach of welfare requirement as there is no assurance that the childminder or the assistant are properly prepared to meet children's first aid needs with current and up to date knowledge of first aid. Some documentation required to safeguard children's welfare such as risk assessments and a procedure for child protection and complaints are not in place. Although the childminder has taken some effective safety precautions in the premises, there is no record of risk assessment indoors and outside to ensure that hazards are identified, assessed and reviewed regularly to safeguard children at all times. In addition, there is no information to be confident that parents are clear about how complaints relating to their children's welfare will be managed. The childminder's evaluation of her practice is reasonable. She identifies some strengths and weaknesses. For example, she realises that her first aid qualification is not valid and she has taken some steps to rectify this. In addition, she has taken some steps to increase her knowledge of child development. The childminder has sound knowledge of child protection issues; she is clear about lines of communication with the local Children's Services to deal with concerns relating to child protection matters. The childminder works closely with parents; they exchange verbal information about children daily. Parents provide children's main meals, however, the childminder ensures that they eat healthy snacks including fresh fruits each day. Working together, the childminder, parents and school achieve open lines of communication; this enables them to exchange relevant information about children each day. The home is maintained to a satisfactory standard of hygiene and safety; this ensures that children are able to use their resources in generally safe and secure surroundings.

The quality and standards of the early years provision

The childminder's knowledge of the areas and aspects of learning is insecure. However, children make progress in their learning and development because she takes account of their interest and encourages them to explore a wide range of good quality, age appropriate resources and activities. Although children experience play, which introduces them to all areas of learning, their progress is not consistently linked securely to the expectations of the early learning goals to be confident that their progress is timely. Children's resources are readily accessible to them; this promotes independence and enables them to make purposeful choices about play. They play out in the fresh air each day and use equipment such as the trampoline, swing, and slide to develop large movements. In addition, they increase their physical development and build stamina as they walk to and from school. Through practical activities such as these, children learn about the local area and environment and increase their understanding of safety, including road safety and safe behaviour around animals such as dogs. The childminder is responsive to the children; this encourages them to trust others and to speak and make their wishes known. Consistent routines for hygiene such as washing and drying hands on return from school and before eating help children to develop good hygiene habits and self-care skills. Children increase their understanding of personal safety; they practise the fire drill and learn what to expect in an emergency, as well as how to evacuate the premises quickly and safely.

The childminder supervises the children well and joins their activities when appropriate. Children are happy and settled in her care; warm personal interaction is commonplace between them. She is skilful at developing child-initiated activities. For example, she answers children's questions, introduces new words and numbers and is careful to pronounce them properly particularly for children who are learning English along with their home language. This extends children's activities and helps them to maintain their focus. Children develop their social and communication skills as well as their intellectual development as they play games that require them to work together, think creatively, take turns and make decisions. The wide range of modern resources introduces them to technology and is appealing to both boys and girls. Children explore their creativity through activities such as music and role-play and enjoy the time they spend in the childminder's care.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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 14/09/2009
- implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being care from abuse or neglect (Arrangements for safeguarding) 28/07/2009

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 in the early years section of the report 14/09/2009
- take action as specified for the compulsory Childcare Register 28/07/2009