

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343812
<b>Inspection date</b>	14/09/2009
<b>Inspector</b>	Elaine Douglas

<b>Type of setting</b>	Childminder
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## 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.

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## Description of the childminding

The childminder was registered in 2006. She lives with her husband, who is registered as her assistant, and their two children aged two and four years. They live in a house in Wellington close to shops, parks, schools and public transport links. The whole of the ground floor and the first floor bathroom are used for childminding. There is a fully enclosed garden for outside play.

When working with her assistant the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 12 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools and pre-school to take and collect children. She attends several toddler groups on a regular basis. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder works well with parents to ensure they are kept well informed and she can meet their child's individual needs. She is beginning to develop her knowledge of the Early Years Foundation Stage (EYFS) and implement systems to plan for children's learning and development. This means they make satisfactory progress according to their starting points and abilities. The childminder provides a caring environment where no child is disadvantaged. Satisfactory self-evaluation helps to identify some appropriate actions to ensure continuous improvement and promote good outcomes for children. Most procedures are effectively implemented to safeguard children and protect their health.

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

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

- obtain written parental permission to seek any necessary emergency medical advice or treatment in the future for every child (Safeguarding and welfare) 21/09/2009

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

- further develop hand washing procedures to ensure children obtain a good understanding of healthy hygiene practices through their daily routines
- continue to develop the assessment system in order to match the

observations of children to the expectations of the early learning goals and to identify learning priorities for each child

- ensure fire equipment is wall mounted to further improve fire safety

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

The childminder provides constant supervision, while allowing children to explore and take appropriate risks to promote their development. Good procedures are in place to ensure children remain safe while using equipment such as the trampoline or paddling pool. Good risk assessments are carried out to identify potential risks and appropriate equipment is installed to minimise these. For example, stairgates prevent the youngest children accessing the stairs unsupervised. The childminder has a good awareness of child protection procedures and has appropriate documentation to provide further guidance. All necessary information to safeguard children is recorded and stored confidentially. Good written procedures are shared with parents with regard to fire, accidents, outings and emergencies. However, written consent to seek emergency advice or treatment has not been sought for all children and this is a requirement. Fire detection and control equipment is in place. However, one smoke alarm and the fire blanket are not wall mounted.

The childminder now keeps accurate records of children's attendance and has reviewed her documentation for safeguarding children. This was raised as a recommendation at her previous inspection. She is beginning to use self-evaluation effectively to identify realistic targets to improve practice. For example, she is introducing a newsletter for parents, updating her child protection training and organising first aid training for her assistant. The childminder has attended a Positive Parenting course and is seeking further training on the EYFS. The premises have been reorganised to provide a dedicated room in which children are able to select resources independently and provide maximum space for their play.

Parents are provided with good information on the provision and through formal and informal communication the childminder is able to meet children's individual needs. For example, the childminder offers to meet with parents to discuss any concerns they may have about their child starting school. Babies' routines are provided by parents to enable the childminder to provide consistent care. Consequently, they are settled and happy in the childminder's home. The childminder is aware of the need to work in partnership with other providers, although this is not currently applicable to the children she cares for. A daily journal is used to provide some information on children's care and development, and a new system is being implemented to increase this.

## **The quality and standards of the early years provision and outcomes for children**

The childminder has begun to make observations of the children's achievements and to use this to plan for their development. However, this has been newly implemented and is not yet linked to the early learning goals to ensure children's

learning priorities are identified in all areas. Children are encouraged to be independent but are confident to go to the childminder for support or reassurance. Toys and resources are organised into boxes, and stored according to ages and abilities. This means that toys for older children are available without causing a hazard to babies. Children regularly attend toddler groups to socialise and increase the activities provided.

All children have daily opportunities for exercise and a good range of equipment in the garden promotes their physical development. Children's health is protected by good sick child procedures; the childminder holds a current first aid qualification and has good procedures for preventing heatstroke and flu. Children attend a healthy fruit and vegetable club where they can select foods for their snack, and are provided with nutritional snacks and drinks. Hygiene procedures are satisfactory, children are provided with liquid soap and paper towels to wash their hands after using the toilet. However, crawling toddlers are not encouraged to develop an awareness of healthy practices through washing their hands prior to eating their snack.

Toddlers are confident to explore and take appropriate risks. For example, they crawl to the toys they want and pull themselves up on furniture. They enjoy eye contact with the childminder and smile when spoken to. Children receive one to one attention and are generally well behaved. They are encouraged to use good manners and to be kind to each other. Personal experiences are used for older children to discuss feelings and people's differences. Toddlers make their preferences known and the childminder responds appropriately. They show pleasure when exploring toys and repeat actions to solve problems. For example, babies enjoy putting different size boxes in and out of each other, and try to get them to stack. The childminder encourages even the youngest children to enjoy books and children of all ages are able to select from a wide range. The childminder is aware of their favourite books and provides good interaction, often responding to their attempts to communicate.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met