

Inspection report for early years provision

Unique reference number	EY389423
Inspection date	23/09/2009
Inspector	Rachel Ayo

Type of setting	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 2009. She lives with her partner and their children aged 22 months and 13 years in the Oswaldtwistle area of Accrington in Lancashire close to shops, schools and nurseries, a library, parks and transport links. On the ground floor the kitchen and lounge are used for childcare purposes along with a first floor bathroom and two bedrooms. Children access an enclosed rear yard for outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of three children under eight years, of whom, two may be in the early years age group. The childminder is currently caring for three children on the Early Years Register and children attend on a part-time basis. The childminder attends a variety of groups throughout the week and is a member of the National Childminding Association and the Helping Hands Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most aspects of children's welfare are promoted with success although some record keeping systems do not fully meet requirements. Children's learning and development is suitably supported through the provision of a generally varied range of activities and resources and individualised observational assessment. Partnership working with parents is a particular strength in ensuring that children's individual needs are fully considered and met. Space and resources are organised suitably in order for children to make some choices about what they would like to do and systems for self-evaluation are satisfactory in identifying areas for improvement in order to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that written permission is obtained for each and every medicine from parents before any medication is given, include the dose and time when these are to be administered in records and include advice in consents to seek emergency medical treatment (Safeguarding and promoting children's welfare). 07/10/2009

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

- keep a record of visitors including their names, the purpose of the visit and

- details of arrival and departure times
- ensure that the child protection policies are in line with the Local Safeguarding Children Board (LSCB) guidance and procedures
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved and risk assess the glass in the garden shed to ensure that it does not pose a risk
- increase the resources that reflect positive images of diversity and improve hand washing routines before meals.

The effectiveness of leadership and management of the early years provision

All adults in the home have been subject to vetting in order to protect children and the childminder is able to identify a range of possible signs of abuse or neglect in order to further safeguard them. The childminder is suitably aware of whom she would forward concerns to and has the government booklet 'What to do if you are worried a child is being abused - Summary'. However, her policy is not in line with the most up-to-date local guidance and procedures as these are not held. Most hazards have been identified and minimised because of appropriate risk assessments. For example, a guard protects children from the fire, a safety gate prevents access to the stairs, smoke alarms are fitted at each level of the home and doors are kept locked for security. However, the emergency escape plan is not practised, a log of visitors is not maintained and the glass in the garden shed has not been included in the risk assessment.

Most record keeping systems are maintained suitably in order to meet children's individual needs and promote the efficient and safe management of the setting. For example, detailed information is obtained from parents before admission and there are a number of written policies and procedures in place, mostly working in practice, to support the childminder. However, medicine records lack detail and blanket consent is obtained to administer all medicines as opposed to written permission being obtained for each and every medicine provided by parents. In addition, 'advice' is not included in consents to seek emergency medical treatment. These are breaches in legal requirements.

Parents receive detailed information about the provision via the childminder's prospectus and displayed information. An 'all about me' book enables them to effectively share information about their child when they first start to attend in order for their individual needs to be fully considered and met, ensuring equality of opportunity. This includes what they enjoy, dislike or are frightened of, things they are really good at or need help with and personal independence, such as toileting and dressing skills. A daily diary sheet keeps parents well informed about what their children do and they are actively encouraged to support learning and share achievements to contribute to children's profiles which are always available to view.

The childminder has begun to complete a hand written Ofsted self-evaluation form in order to develop her systems for reviewing her practice and she additionally has regular visits as part of her involvement with a network. She has a suitable

awareness of her strengths and areas for development and she uses such visits to implement any targets set for improvement. Parents' views are actively sought through questionnaires and they express positive comments about the provision. The childminder is positive about furthering her own development in order to enhance outcomes for children and alongside mandatory training she has attended some additional courses.

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

Children are generally settled and happy and those, a little upset, are offered comforting words and a cuddle. They show adequate levels of interest in the environment and available resources, for example, books or a programmable toy which lights up and makes noises. Adequate strategies are used to support young children's developing social skills, such as sharing, taking turns and helping to tidy up and their self-esteem is fostered, for example, with sufficient levels of praise and encouragement. The childminder sits alongside children as she sings songs demonstrating the actions of 'Row, row, row your boat'. Children clearly enjoy this as they enthusiastically join in and the childminder chooses a toy animal out of a box for them to guess what is next as they then sing, 'Old McDonald had a farm'. Individual profiles example different types of evidence and this information is then used to suitably plan for children's next steps in order to ensure that they are making steady progress towards the early learning goals. The childminder reflects the different areas of learning in order to provide children with a generally balanced curriculum although resources which depict positive images of diversity, in order to help children learn about the wider world, are limited.

Children attempt to communicate in a range of ways, for example, repeating everything the childminder says. They are encouraged to count, including through number songs, and clearly enjoy the pink cornflour, likening this to mud as it oozes through their fingers. Children have good access to the outdoors including through planned visits. They attend a range of toddler groups, visit the farm and sensory play centre and have taken part in a sponsored toddle for Barnardos. The childminder encourages children to talk about what they saw on a visit to Chester Zoo and they readily tell the inspector what noises the animals make.

The childminder models some good hygiene practices to help children learn about healthy lifestyles, for example, as she uses an anti-bacterial solution to clean her hands after blowing noses. Children are encouraged to make healthy choices about what they eat through the provision of nutritious meals and snacks and readily available drinks. However, the childminder does not consistently wash children's hands before they eat in order to further their understanding of healthy practices. Children readily approach the childminder demonstrating their positive relationships with her and they are reminded about keeping safe through simple explanations.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

Outcomes for children in the Early Years Foundation Stage	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	3
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