

Inspection report for early years provision

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| Unique reference number | EY307166 |
| Inspection date | 17/02/2010 |
| Inspector | Sheila Harrison |
| Type of setting | Childminder |

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 registered in 2005. She lives with her two adult daughters and a child aged 11 years in a suburb of Watford, Hertfordshire. Access to the premises is via a small step from a paved drive. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends local toddler groups and takes children to the local park.

The childminder is registered to care for five children under eight years at any one time on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is one child currently attending with varying attendance patterns within the Early Years Foundation Stage (EYFS). The childminder occasionally uses a childminder assistant in the care of the children. Overnight care is not included in the registration. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a positive atmosphere with a welcoming environment overall. Children are happy, settled and making sound progress in their learning and development. There are suitable relationships with parents who are adequately informed about their child's welfare and this helps recognise the uniqueness of each child. Children are kept safe through the satisfactory safety procedures and they benefit from the strong practices in some aspects of healthy lifestyles. The childminder has some useful relationships with other providers of the Early Years Foundation Stage (EYFS). The self evaluation procedures are in the early stages and the current plans for improvement will benefit the children's well-being.

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 requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare)
- 04/03/2010

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

- maintain a consistent flow of information to the parents with regard to details of the staff suitability and the signing of the accident and medication records
- develop further the risk assessments to cover anything with which the child

may come into contact, with particular regard to safety arrangements for the trampoline

- improve the quality and consistency of observation, assessment and planning systems and involve parents, to ensure that children achieve as much as they can in relation to their starting points and capabilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately managed due to the childminder's genuine commitment to safeguard children and adequate understanding of the known indicators of child abuse. She has recently attended a basic 'Protecting children' training course and has the Local Safeguarding Children Board (LSCB) procedures easily to hand for reference. The childminder mostly completes records that are required for the efficient management of the early year's provision. The childminder adequately checks the suitability of staff she uses as an assistant. She sees the checks made via the Criminal Records Bureau although a suitable record of the check is not easily to hand to show to parents. Risk assessments, generally, cover all the aspects of the childminder's care and she can demonstrate how children are kept safe within her care. For example, she can describe suitable safety measures for the trampoline which is not in current use. However, it is not included within the risk assessment record. There are systems in place to record any accidents and medication given to children. However, the records are not consistently signed by the parents and the childminder has not obtained the necessary permission for emergency medical treatment. This potentially limits the children's safety in an emergency.

The childminder is beginning to establish a culture of reflective practice and she is motivated to seek further improvement. For example, she works closely with other childminders and developmental workers to review the procedures and plan outings for the children. The recommendations from previous inspections have been partially addressed as the childminder has a current first aid certificate and has another first aid course booked to ensure there is no lapse of her qualifications.

The childminder has developed an appropriate relationship with the parents and there is a useful, but not always consistent, two-way flow of information, knowledge and expertise. Parents are adequately informed their child's time with the childminder and children's achievements are confirmed through daily verbal discussions. There is a climate of inclusion whereby children's individual needs are recognised and acted upon. The childminder ensures that children are respected and listened too. She adequately liaises with other settings to ensure children get the support they need.

The childminder knows the children well and can discuss the links and gaps in children's learning although, she has not completed observation, planning or assessment procedures through her lack of familiarity with the Early Years Foundation Stage (EYFS). Therefore, children are not systematically being helped to progress in their learning in relation to their starting points and capabilities. The

setting is amply resourced and the children choose freely from a range made available by the childminder. The childminder purchases toys from local boot sales that are linked to the children's interests. She regularly borrows large pieces of equipment from the toy library. Children enjoy the large play house with the small world models representing people with disabilities and different families. This ensures that the environment is sustainable.

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

Children are happy and settle well as the childminder's warm interactions ensure a secure and supportive environment. Children develop a strong sense of belonging as they comment on their high regard for the childminder. Generally, they secure the skills they require in order to progress in their learning. The childminder intuitively provides for the children's next steps through providing toys and activities that interest the children. However, this does not cover all aspects of their development. Their emerging speech is encouraged through the childminder's sensitive modelling of the correct pronunciation of words. She encourages children to take responsibility for putting the toys away and reminds them of the consequences of the lid being left off of the tub of play dough. Therefore, they respond well to the expectations of the childminder. Children are encouraged to develop the habits and behaviour appropriate to good learners as they take turns and share the toys. They are given the choice of videos and they co-operate with each other as they play with the dolls and toy kitchen in a role play game.

Children take part in the local community and learn about the wider world as they frequently visit local parks and an indoor activity centre with other childminders and their children. During the visits to the activity centre they can exercise vigorously and develop confidence through taking risks within a safe environment. They have many valuable chances to recognise the importance of following a healthy lifestyle and those things which contribute to this. Children can exercise indoors with a range of dance and exercise videos to choose from. They are beginning to develop an awareness of the working of their bodies using a new book that includes a model heart and pop-up cardboard skeleton. Children follow appropriate personal hygiene routines as part of the daily routine. They are reminded to wash their hands following using the toilet and shoes are removed when they come indoors. Parents provide packed meals and their children have free access to these to allow them to eat and drink when they are hungry or thirsty. Children have some opportunities to learn about healthy eating as the childminder provides only fruit for snacks.

Children feel safe as they can confide in the childminder who listens to them. They show a suitable understanding of how to keep themselves safe as they are regularly involved in the emergency evacuation plan. They practise road safety on the way to school.

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

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| 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

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| 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 | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 2 |
| 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

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