

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Sara Bailey
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged 18 and 15 years in Highbridge, Somerset. Childminding mainly takes place in a designated playroom with toilet facilities and the adjoining kitchen/diner. The first floor is only accessed by older children to use the bathroom. There is an enclosed, rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range, of whom one may be under one year at any one time. There are currently six children on roll, four of whom are in the early years age range. She also cares for children over eight years. All children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are really well understood through discussion with parents and other settings children attend. Children make good progress due to a range of planned, age and stage appropriate activities, with lots of emphasis on creativity and having fun. Most of the documentation is clear and comprehensive, although the childminder's knowledge of learning and development requirements is not always reflected in her record keeping, an area identified by the childminder as her weakness, which shows a good self-evaluation. She is currently in breach of a requirement in that her first aid certificate has expired; however, this is due to logistics of courses and availability. There is limited impact on children as she has renewed her certificate every three years for the past ten years, which has developed a good knowledge of first aid and she is confident that she maintains the skills to deal with minor accidents appropriately until she completes the course booked for next month. All other welfare requirements are met well.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course by February 27th 2010. (Safeguarding and promoting children's welfare) 27/02/2010

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

- further develop children's individual assessments to show their progress and identified next steps

- ensure the risk assessment of the environment covers anything a child may come into contact with, such as temporary hazards in the garden.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding procedures to protect children. She has booked onto a course in the next few months to develop her knowledge further and has up to date information at hand to refer to in the event of being concerned about a child. She has clear, written safeguarding policies to share with parents. She has systems in place to record existing injuries children have and clearly records accidents. The home, garden and outings are all risk assessed and records maintained, although the garden has some potential hazards, which are not recorded. This means that the record is not an accurate reflection of the risks, although the childminder states that the risks are addressed prior to children being able to play outside to ensure their safety at all times. The children are safe due to a well organised, designated playroom, effective use of safety gates and good levels of supervision due to the layout of the home and rooms used. For example, a child sized toilet is located directly off the playroom allowing for children to be independent yet well supervised at all times and prevents the childminder having to leave the play area.

The childminder has been proactive in trying to renew her first aid qualification prior to it expiring in November 2009. However, the first available course is in February 2010, so she is currently in breach of a specific legal requirement but the impact on children is minimal as she has retained her knowledge from having attended a variety of first aid courses during her childminding career. She has a first aid box within easy access and is confident that she can manage any minor injuries. She also has written parental consent for seeking emergency medical treatment or advice for all children. The childminder has attended Early Years Foundation Stage (EYFS) training and sought advice from the local authority to prepare her for inspection. This shows good commitment to continuous improvement. She self-evaluates her practice and this is a true reflection of the inspection findings.

The childminder has positive partnerships with parents and other settings, but is constantly looking at ways to further develop information sharing. She encourages parents to take their individual children's files home to understand their child's progress along the EYFS. She talks about the EYFS with parents on admission and shares information through a poster and parent pack. She also has a notice board, range of informative posters such as why the setting is non-smoking and the importance of hand washing and regular newsletters. Each child has a daily diary with information about their child's routine, care, learning and play. Photographs are taken of individual children enjoying activities on the childminder's mobile phone and sent to their parents to enable them to share in their child's day. The childminder is very aware of equality and diversity and ensures parents have the opportunity to discuss specific needs, different cultural or dietary requirements. She has good links with local children's centres and nurseries and is in the process

of developing stronger links with others, to further benefit individual children's learning through the sharing of topics and ideas for play.

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

Children's individual needs are well met through a variety of planned, exciting activities to help each child develop. She balances the needs of older and younger children alongside each other well, supporting each in different ways in order for them to achieve at their own pace. She identifies children's next steps in her head and can talk through why she has planned specific activities but she is not recording this or evaluating children's assessments. Therefore children's progress is not being clearly recorded to share with parents the wealth of knowledge she has on each and every individual child's development. She has been observing children and recording their activities since the EYFS was implemented, developing different ways of showing their actual progress all the time. She has daily, weekly and long term plans to share with parents with different topics, activities and play experiences.

Children benefit from a very child friendly environment, with a child-sized toilet and child-sized tables and chairs for craft and mealtimes. The playroom is bright and packed with toys, which children can easily access for themselves. Planned activities such as dried pasta are used to help pre-school children count, add and subtract through their play. Younger children enjoy filling pots, exploring their senses with the different shaped pasta. When a child blows through a pasta tube the childminder extends their learning by helping them to stick lots of tubes together side by side and make a musical instrument. Children enjoy music and singing CDs as background noise as they play. When younger children show an interest in the buttons on the stereo, their interest in buttons is observed and appropriate toys with buttons to push are given to the child to divert their attention. Children enjoy exploring different coloured pieces of material which they throw into the air and use to dance with. They have fun with finger paints, enjoying the sensory experience and opportunity to be messy, which the childminder encourages.

Children show kindness and respect to each other, the childminder and their surroundings. For example, older children comfort babies when upset and they in turn appropriately seek the reassurance of the childminder when they are tired or fall over. Children are involved in helping to pack away toys and their self-confidence grows when they are praised. Children's inappropriate behaviour is managed consistently and effectively. Children learn about diversity through books and resources. They also benefit from mixing with adults and children from different backgrounds.

Children clearly know their routines regarding good hygiene. They spontaneously wash their hands after using the toilet and before eating, using liquid soap and individual paper towels to prevent the risk of cross infection. Healthy eating is promoted by the childminder, with the children's lunch boxes from home being supplemented with fruit provided by the childminder at snack time. Fussy eaters

are encouraged to taste fruit in different ways, such as the childminder presenting a variety of fruits in their whole form or chopped up, cookery activities and in talking to parents. Children benefit from regular outside play to develop their physical skills.

Children learn how to be safe through regular fire evacuation drills and discussions. They learn what they can touch and where they can go within the home and benefit from a designated playroom which has all potential risks addressed. Children learn how to be safe on the trampoline with clear rules such as only one child at a time and with high levels of supervision.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

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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 (Safeguarding and promoting children's welfare) 27/02/2010

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 (Safeguarding and promoting children's welfare) 27/02/2010