

## Inspection report for early years provision

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<b>Unique reference number</b>	220780
<b>Inspection date</b>	11/02/2010
<b>Inspector</b>	Sarah Measures
<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.

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 registered in 1999. She lives with her adult son in the Corby area of Northamptonshire. The whole of the ground floor and the bathroom the first floor are used for childminding. There is a fully enclosed rear garden available for outside play. There is wheelchair access to the rear of the premises. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, including three children in the early years age range. The childminder regularly attends the local pre-school groups and she helps to run a childminding group. She also has links with local schools. The childminder has a pet cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Suitable policies and procedures are in generally place to promote children's learning and development and their welfare. However, risk assessments and policies and procedures do not sufficiently reflect upon all aspects of children's safety. Children are valued as individuals within the setting, although methods for working with parents and other potential providers do not fully support the childminder in her planning for the care and education of individual children. The childminder has positive links with other professionals and childcare groups in order to help gain new ideas and support and to keep abreast of current childcare initiatives. This helps her to plan for improvement in the provision 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:

- keep a record of complaints and their outcome 26/02/2010  
(Safeguarding and promoting children's welfare) (also applies to the compulsory and the voluntary parts of the Childcare Register)
- keep all hazards to a minimum and ensure risk 26/02/2010  
assessments identify all aspects of the provision that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to the compulsory and the voluntary parts of the Childcare Register).

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

- continue to develop the self-evaluation in order to plan effectively to ensure every child receives an enjoyable and challenging learning and development

- experienc that is tailored to meet their individual needs
- improve the two-way flow of information with parents, for example with regard to obtaining all necessary written consents from parents
- improve the two-way flow of information between other providers, with regard to information shared regarding children's progress.

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

Children are safeguarded because the childminder knows how to recognise possible signs of abuse and she is familiar with referral procedures. Her policy and referral information is in line with Local Safeguarding Children Board policies and procedures. The childminder does risk assess the provision in order to promote children's health and safety. However, she has not fully assessed potential fire hazards to children. Her son smokes in his bedroom upstairs, which is away from the children in order to protect them and parents are made aware of this practice. However, the childminder has not considered potential fire risks and included them in her risk assessments in order to demonstrate the safety of the children, particularly as she was registered to provide overnight care. Overnight care is not currently part of the childminder's registration because there currently no suitable sleeping facilities for children. The childminder is also in the habit of drying washing on radiators within the home which is potential fire hazard. She has risk assessed some regular outings that children are involved in, but again has not included all regular checks necessary, for example if she is using public transport. The childminder has suitable systems to ensure children are safely collected by appropriately identified persons. She shares information with parents as to how to make a complaint to Ofsted that includes information as to how to contact Ofsted as the regulator. She discusses any complaints with parents, but does not keep a record of complaints received which is a breach of the welfare requirements.

The childminder organises her home so that it is welcoming to children who choose freely from a range of interesting toys and activities. The childminder generally works in co-operation with parents. Regular communications take place in order for the childminder to understand and meet children's individual needs. However, the childminder does not obtain all necessary written consent for children regarding activities and routines. For example, there is no written parental consent for her to use public transport. Although no currently minded children attend other provisions, the childminder has not given sufficient consideration as to how she would communicate effectively with others that may be involved in children's education. There is currently no system devised to share children's progress with others in order for all involved to plan cohesively for children's learning and development.

The childminder works with parents and other professionals in order to support children with special educational needs and/or disabilities. The childminder has started a systems to evaluate her provision against the outcomes for children and the Early Years Foundation Stage framework. However, her evaluations do not identify weaknesses and include her plans to develop the setting.

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

Children are settled at the setting. They are involved in purposeful discussions about their routines in order to encourage them to feel a sense of belonging. Children choose from a varied range of activities in the home and the childminder's garden that cover all aspects of their development. The childminder observes the children in order to assess their progress under each development area. Children's experiences are broadened because they take part in different, fun learning opportunities out of the home as the childminder takes them to pre-school and childminding groups. This also gives children important opportunities to interact with others and to form friendships. The childminder has updated her managing behaviour policy in order to ensure it is based upon using positive methods to encourage children to be responsible and well-behaved. Not all aspects of the provision make sure that the safety of the children is given the highest priority.

Children are familiar with good health and hygiene routines. They make healthy choices at snack time and they wash their hands before eating and talk about rubbing them to make sure they are clean. The covered area in the childminder's garden allows children opportunity to take part in a variety of outdoor play experiences, as it contains different toys and equipment. Children learn about everyday situations and the wider community because they access a varied role play toys and resources that represent different situations. They recently visited the local Chinese restaurant and they celebrate different cultural festivals at the groups they attend. This helps to develop children's knowledge and understanding of the world and encourages them to value difference and diversity.

Children enjoy sharing stories with the childminder and talk about the pictures, showing interest and learning new language. They use their imagination to draw their own pictures, and the childminder helps them to talk about and to describe their work. This further encourages children's language for thinking and for communication. Children count and look at colour throughout daily routines. For example, they count how many plates they need for snack and look at the colour of the plates. This is an effective way of helping children to understand the meaning of number through everyday practical opportunities and this also helps to develop children's independence.

## 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	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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### 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	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:

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 within the Early Years section of the report (Procedures for dealing with complaints, Suitability and safety of premises and equipment) 26/02/2010
- keep a daily record of the names of all children being looked after on the premises and their hours of attendance (Records to be kept). 12/02/2010

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 within the Early Years section of the report (Procedures for dealing with complaints, Suitability and safety of premises and equipment). 26/02/2010