

Inspection report for early years provision

Unique reference number	205881
Inspection date	20/01/2010
Inspector	Sheena Gibson
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 1998. She lives with her two children aged 16 and 19 years, in Allestree. Access is via six steps down to the front door. The whole of the ground floor of the property is used for childminding and there are toilet facilities in this area. There is a fully enclosed garden available for outside play. The childminder drives to local schools to take and collect children. She walks with children to local parks, playgroups and the library as they are close by.

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 six children under eight years. Currently there are four children on roll, three of whom are in the early years age range. The family have a guinea pig.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder takes some positive steps in order to meet children's individual needs and their learning is generally supported well. As a result, they are appropriately cared for and they make suitable progress. The childminder has a sound understanding about keeping children safe and there is a range of documentation to support her practice. However, not all required records, policies and procedures are in place and fully effective. Partnerships with parents are positive in benefiting children's welfare and developmental progress. Early systems for evaluation are in place and are generally supportive in maintaining continuous improvement to benefit the overall 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 prior written permission is obtained before administering medication to children. (Safeguarding and Welfare) 27/01/2010

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

- improve records of risk assessment so that it includes anything with which children may come into contact
- use the information from observations to effectively develop the planning of activities for children so that they are always engaged and sufficiently challenged
- improve systems for self evaluation so that the strengths and weaknesses of the provision are effectively identified in order to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding about how to safeguard children. For example, she is aware that all adults who are in the household or who have unsupervised access to children should be appropriately checked. She looks around the home before children arrive to ensure that there are no immediate risks to children and has begun to complete and make records of risk assessment for the indoor and outdoor environment, although these do not include everything that children may come into contact with. Outings are suitably risk assessed and steps taken to keep children safe when out in the community. The childminder demonstrates her keenness to develop her practice through addressing the recommendations from the previous inspection and continuing to go on short courses in order to strengthen her knowledge and skills. She has completed the Ofsted self-evaluation form, which helps her to identify some of the strengths and weaknesses of her provision, although currently this is not effective in identifying priorities for improvement; parents are able to offer their views in an informal way.

The childminder has developed most of the required documentation such as a safeguarding policy and a complaints policy. Parents are able to take the policies and procedures away with them, if they choose to, so that they are aware of factors that potentially impact upon their children. Documentation that supports children who are ill, or who may have an accident, generally promotes their welfare. However, the childminder is not obtaining the regulatory prior written permission for the administration of medication, this potentially impacts on their well-being. The relationship between the childminder and parents/carers positively supports children. Parents are provided with some useful information about the childminder's provision and in return parents provide the childminder with appropriate information to help her effectively meet the children's needs. Parents are communicated with mostly verbally, but also through a liaison book, which contributes to them having satisfactory involvement with their child's care. The childminder has a positive attitude to working in partnership, although does not currently care for any early years children who attend other settings.

The childminder adequately promotes equality and diversity. She gets to know the children and their families well, which helps children to enjoy the provision and take part in activities. Children are beginning to learn about diversity through available resources and activities that help them to value and respect everyone. The management and deployment of resources means that children are able to access a wide range of toys and activities. For example, they are stored at an appropriate safe height for all children to choose from.

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

The childminder has a suitable understanding about how children learn and develop. She interacts well with the children and uses their personal experiences to

extend their play. For example, when a child has a new baby sibling they use the dolls to pretend that the child has their own 'baby'. The learning environment effectively helps to promote active learning. Children confidently move from the lounge into the playroom, choosing the toys that they want to play with. They have comfortable furniture to sit on, for example, to look at a book with the childminder. The childminder undertakes sensitive observations of the children and has introduced a recording system for these. The observations show, quite clearly, how the children are progressing and how the childminder is developing their next steps for learning. However, the information that she is gathering from observation is not effectively used and as a result activities are not always planned and carried out to ensure that children are always engaged and sufficiently challenged.

Children are happy and enjoy their time with the childminder. This enables them to feel safe and secure, becoming confident and curious and taking an interest in visitors. When looking at a book the childminder helps children to learn how to turn the pages and children copy the animal sounds, supporting early literacy skills. Children are learning to be independent through making decisions about their play and also, for example, through learning to put on their coat and shoes. They recall a visit to the zoo and talk about the different animals, describing the elephant and the giraffe, comparing the features and shapes. Children of all ages do puzzles and are quite good at working out where the pieces go. When the puzzle is complete they talk about what is on the picture and, for example, count the sheep in the finished picture, supporting their problem solving and numeracy skills. Children are very imaginative and initiate their own pretend picnic, copying a 'Teddy Bears' picnic that they had been involved with. The childminder's garden houses a range of outdoor equipment such as balls, bats and skittles to encourage physical activity and develop children's abilities. They explore textures and have fun in a 'house' made from a large cardboard box with various fabrics placed inside.

Children confidently approach the childminder for a cuddle and are reassured when they feel a little under-the-weather. This contributes to them being able to feel safe within the environment. They are beginning to learn about taking responsibility for their own safety when walking in the community and they also receive gentle reminders, for example, not to climb the stairs. Children learn about the importance of positive behaviour, sharing and being nice to each other; good behaviour and success is rewarded with praise. The childminder keeps parents abreast of children's development and encourages their involvement in children's observations to provide some consistency for children's learning. The childminder takes positive steps to minimise the risk of cross-infection. She has a sickness and exclusion policy that is shared with parents and so minimises the risk of cross-infection. The childminder encourages children to wash their hands, before they eat or when they have been to the toilet, helping them to understand about keeping themselves healthy.

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	3

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