

Inspection report for early years provision

Unique reference number	252184
Inspection date	18/02/2010
Inspector	Melanie Arnold
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 in the Ordsall area of Retford, Nottinghamshire. All ground floor areas of the home are used for childminding, with bathroom facilities located on the first floor. There is a fully enclosed rear garden which is suitable for outdoor play. The family has a pet dog.

The childminder is registered to care for a maximum of four children at any one time and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after two children, one of whom is in the early years age range. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met through the childminder developing good partnership working with parents, carers and other providers. This ensures children are appropriately supported and also helps to promote an integrated approach to their care and learning. The childminder's mainly appropriate play and learning systems enable children to make satisfactory progress in their learning and development. Children are safeguarded and their welfare promoted through the childminder implementing her generally good practices and procedures in most areas. The childminder has improved outcomes for children by working on the recommendations raised at the last inspection. However, the childminder has yet to develop a full system of self evaluation to ensure continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure a record of risk assessment is maintained, clearly stating when it was carried out, by whom, date of review and any action taken following a review or an accident (Suitable premises, environment & equipment) (also applies to both parts of the Childcare Register).
- 18/03/2010

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

- develop a culture of reflective practice through self evaluation to identify the setting's strengths and priorities for improvement that will improve the quality of provision for all children
- match observations of children's interests and achievements to the expectations of the early learning goals to more accurately monitor children's

- progress and development
- use the observations and assessments to identify and plan for individual children's next steps for learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the childminder's mainly appropriate practice and procedures. For example, the childminder ensures children remain in her care at all times, she maintains a current first aid certificate and she has a good understanding of child protection procedures. Children are also protected because the childminder completes the majority of records and documents with required information and she stores these securely. However, although steps are taken to minimise potential hazards within the home and garden, the childminder has yet to maintain a record of these checks to fully ensure children's wellbeing is not compromised. A record of risk assessment for all regular outings is in place, which identifies the clear procedures the childminder implements to protect children while they are away from her home.

The childminder works in partnership with parents and carers, gathering and exchanging information on a continual basis to ensure each child is respected and valued in line with their individual backgrounds and beliefs. This enables the childminder to get to know each child well, resulting in children feeling settled and secure in her care. The childminder ensures equality of opportunity is promoted within her setting and she actively challenges any form of discrimination to ensure everyone is treated fairly and equally. The childminder also works well with other providers, developing firm links with them to ensure children benefit from continuity of care and learning.

The childminder organises her space and resources appropriately to meet children's needs. Children freely access an adequate range of toys and resources as these are stored to provide them with independent access. The childminder has developed her provision by working on the recommendations raised at the previous inspection. For example, the childminder has obtained permission to take children on outings and to seek emergency medical advice, which helps to protect children's wellbeing. The childminder also continues to develop her knowledge and skills through completing various training courses. However, the childminder has yet to develop a system of self evaluation to ensure clear targets for further improvement are continually identified.

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

Children are happy and settled in the childminder's care. The childminder organises her home appropriately and she provides appropriate equipment to ensure each child's needs are met. Children's safety is maintained through the childminder's appropriate practices and procedures. For example, the garden is enclosed and

secure and the childminder implements appropriate outings procedures to ensure children are protected from harm. Children develop good hand washing practices as part of the daily routine and the risk of cross infection is appropriately minimised through the childminder's health and hygiene routines. For example, antibacterial spray is used for all surfaces, an exclusion policy is in place to ensure children do not attend the setting when they are suffering from contagious illnesses and children are provided with individual hand towels to dry their hands. Children are encouraged to adopt healthy lifestyles through the provision of lots of fresh air, exercise and healthy food. For example, daily opportunities to play in the garden, regular walks and trips to the park enable children to develop their physical skills and co-ordination. Children benefit from a healthy range of meals, which they regularly help to prepare. This provides children with opportunities to learn about where their food comes from. Children's awareness of maintaining their own health and safety is further promoted through activities, discussions and regular events.

Children enjoy participating in a suitable range of hands on learning experiences, which enables them to make satisfactory progress in their learning and development. Activities are planned around children's interests, their school and pre-school experiences. This helps to promote children's continuity of learning across different provisions. The childminder is beginning to complete observations relating to children's interests and some of their achievements. However, these have yet to be linked to the expectations of the early learning goals to fully monitor children's progress in all areas. They have also yet to be used to identify and plan for each child's next steps for learning. Children enjoy regular outings where they travel on the bus or the train. For many children this provides them with the novelty experience of riding on a bus or train. Children learn to take turns and play co-operatively as they play board games. Through using the dice they also develop their counting skills. Letter and number work books are also used to help older children develop their skills. Children enjoy playing on computer games, loading and setting up their games independently. They work out for themselves if they choose a two player game, then they will both be able to play the game together. They have fun playing various activities and exercise programmes on the interactive computer system, which helps to develop their physical skills. Younger children have access to a suitable range of push button and activity toys, to promote their interest and use of programmable and electronic resources. Children relate well to the childminder and their behaviour is predominantly good. Each child is valued as an individual and they are encouraged to learn about the world in which they live through activities, discussions and play experiences.

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	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	3
--	---

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	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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Suitability and Safety of Premises and Equipment) 18/03/2010
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 18/03/2010
- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 18/03/2010

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 (Suitability and Safety of Premises and Equipment) 18/03/2010
- take action as specified in the compulsory part of the Childcare Register (Arrangements for Safeguarding Children) 18/03/2010
- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 18/03/2010