

Inspection report for early years provision

Unique reference number	208731
Inspection date	14/12/2009
Inspector	Susan Riley
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 1990. She lives with her family, in a suburb of Lincoln. There are facilities close by such as a park, school and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for four children in the early years range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder holds a recognised early years qualification. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet dog. The childminder takes and collects children from the local schools and nurseries. She is a member of the National Childminding Association and attends the local childminding support group. At times the childminder works with another childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show suitable levels of self-esteem because the childminder knows them well and values them as individuals. The childminder develops close working relationships with parents, which help her to understand children's individual needs and to achieve a consistent approach to the children's care although some permissions from parents are not obtained. Most aspects of children's welfare are suitably promoted and ensure children are mainly safeguarded. The childminder has acted upon the recommendations made at the last inspection and has started to reflect more on her practice which helps towards maintaining ongoing improvement of the service she offers.

What steps need to be taken to improve provision further?

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

- ensure written permission for each and every medicine is gained from parents before any medication is given (Safeguarding and promoting children's welfare; also applies to both parts of the Childcare Register) 04/01/2010
- ensure written parental 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). 04/01/2010

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

- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- improve the provision for children on outings by taking essential records, for example, written details about the children and their emergency contact details.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has implemented an effective policy and procedure which she shares with parents. The policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. Full risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. This results in a suitably safe environment in which the children play. Effective safety measures are in place with regard to the premises. The door to the house is kept locked and the gate outside in the rear garden has locks fitted to prevent unwanted visitors from entering the premises, ensuring children are safe. However, the childminder does not fully protect children when on outings as she does not carry any details regarding the children. Most required records and documents for the safe and efficient management of the children are in place. Detailed policies and procedures are in place and these are reviewed annually or as any changes are made. Children's health is not fully protected as the childminder does not have written consent from all parents regarding the seeking of emergency medical treatment or advice. In addition she has not gained, prior consent from parents before medication is administered.

Parent partnerships are promoted through discussion to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. Visits are undertaken prior to the commencement of the placement to ensure each child integrates at their own unique pace and inclusion is successfully promoted. Equality for all children in the childminder's care is promoted and the childminder adapts activities to ensure they can engage and progress their learning. The childminder regularly exchanges information with parents through the daily discussions.

The childminder demonstrates ambition, vision and drive to develop the provision further. She attends training and has started to develop a system of self-evaluation through the help of the local authority support worker. The childminder organises the environment effectively to ensure children have suitable areas for play and rest. She is attentive to their individual needs and ensures toys and activities are

accessible to all. Parents currently provide all the meals for their child, and the childminder works with their wishes at all times in how the food is reheated safely.

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

The childminder demonstrates a satisfactory knowledge of the learning and development requirements to promote children's learning. She has a suitable understanding of how children learn through play and how they develop. The system for observation and assessments of the children are in the very early stages of being developed. The indoor environment is set up for children's learning and allows children free choice of activities and resources. The childminder is warm and welcoming to the children, thus providing a safe emotional environment where children feel safe and secure. Activities are starting to be planned, based on the observations and assessments of the individual children. The childminder demonstrates a weaker understanding of the welfare requirements with the recent changes in the Early Years Foundation Stage. Children are taught about safety issues as part of the daily routine. The childminder practices the emergency evacuation procedures with the children to raise their awareness of what to do in the event of an emergency. The childminder also reads stories about safety issues with the children to raise their understanding. Children communicate with the childminder, they ask questions and instigate conversations. They enjoy singing and join in with the songs being played on the compact disc player.

The health and well-being of children is encouraged. Children follow appropriate hygiene routines. The childminder is a suitable role model to children as she follows appropriate hygiene routines. Children benefit of fresh air and exercise daily as they play in the garden or visit the local parks. They learn good manners as the childminder encourages the use of them through role modelling. For example, by using 'please' and 'thank you'. Children are encouraged to share the resources and learn to take their turn through play. For example, when playing a game of picture matching dominoes. The childminder explains about waiting for their turn. Children are encouraged to help with the tidying away of toys, this helps them to be respectful of the resources. When the childminder praises the children they respond well to this and benefit as this practice raises their self-esteem. Children enjoy playing and display excitement. They play imaginatively with the role play toys. For example, they make pretend meals and have imaginary conversations on the play phones. Children are independent and they help themselves to drinks as they become thirsty. They are starting to problem solve as they complete jigsaws or play matching games. Children play with interactive toys so they are learning the basic skills of technology and under supervision they use the computer.

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

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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:

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 (Records to be kept). 04/01/2010

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 (Records to be kept). 04/01/2010