

Inspection report for early years provision

Unique reference number	EY396639
Inspection date	03/02/2010
Inspector	Lisa Toole

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 2009. She lives with her husband and their two children aged two and one year in Ringmer, near Lewes in East Sussex. The majority of the childminder's home is used for childminding and there is a fenced deck area and enclosed rear garden available for outdoor activities.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of four children aged under eight years may attend at any one time, of whom no more than two in the early years age group. The childminder is currently minding one child in the early years age group and also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides children with a welcoming, child-focused environment where they are able to feel safe and comfortable. She has a basically sound knowledge and understanding of her role and responsibilities in relation to the Early Years Foundation Stage (EYFS). However, she does not have all mandatory documentation in place and some of the risk assessments lack detail, to help safeguard children. She has a positive attitude towards developing her childminding practice further, in order to enhance the outcomes for each unique child in her care.

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 written consent is in place for seeking emergency medical treatment and administering medication (Safeguarding and promoting children's welfare) 19/02/2010

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

- improve the use of risk assessment within the home to ensure all hazards are made safe to children, regarding trailing leads and disposable razors
- develop the risk assessments for each type of outings undertaken to help safeguard children
- gain further knowledge and understanding of the requirements of the Early Years Foundation Stage to support children's care, learning and development
- develop the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a clear understanding of her role and responsibilities regarding child protection; she supplements her practice with written policies and procedures which are shared with parents. Her home is clean, kept secure and risk assessment has been used to identify and reduce most risks to children. She also maintains written risk assessments for outings but these are generic and do not detail each specific type of outing to ensure that children are as safe as possible on every trip. The childminder has the required accident and medication records in place, maintains a register of attendance and has children's individual records completed by parents to help her in her care of them. However, she does not have written consent in place for emergency medical treatment or to administer medication. This has an impact on how she is able to tend to their needs in an emergency. The childminder does have an appropriate first aid certificate, first aid box and supports her daily practice with the addition of written policies and procedures regarding issues such as equality, behaviour management and complaints.

The childminder makes full use of her home to maximise play opportunities for children. There is a wide range of resources easily accessible to them; this promotes their freedom of choice and developing independence. She is attentive, keen to develop her knowledge and skills as a childminder, as part of her commitment to improvement. Her systems for self-evaluation are currently in their infancy, as is her overall knowledge and understanding of the EYFS.

Parents are encouraged to be involved in their children's care and development because the childminder strives to build and promote good partnerships with them. She provides them with written and verbal feedback about their children's day and ensures each child is cared for in line with their parents' wishes. She is aware of the need to work collaboratively with other partners, such as other settings children attend and any special educational needs support, for the benefit of the child.

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

The childminder's practice is in its infancy and she has not been minding for very long. Nevertheless she plans and offers children a range of activities, both in and outdoors to support their development towards the early learning goals of the EYFS. She has begun to observe their play, in order to plan for their next steps, taking account of their interests and favourite things to do; this is an area for further development, in order for children to develop to their full potential. Children positively guide the day-to-day routine, with their individual care needs also taken into account. They are able to decide what they do and when, which promotes their sense of ownership about what they do and how they play. The childminder is responsive to their needs, recognising signs of tiredness for example

and is caring in her approach. During creative activities she encourages the children to explore the different colours of paint with brushes, as they develop their early mark making and creativity. Story times provide the children with good opportunities to snuggle up close for a story, helping their developing communication and language skills at the same time. This helps contribute to their important developing skills for the future. Children enjoy some opportunities to learn about equality and diversity, through the available range of resources and activities. They learn about the importance of respect, being kind and playing cooperatively with their peers, as they build positive relationships and learn to be part of a small group together.

The childminder helps children keep safe and healthy through her daily practices, such as ensuring her home is clean and that risks of cross infection are effectively reduced. She teaches children about keeping clean; each child has their own flannel for hand washing and her nappy changing procedures help keep younger children clean and comfortable. Children eat well, benefiting from the childminder's secure understanding of healthy eating. Snacks include fresh and dried fruit and drinks of water are always available as part of a healthy diet. Children demonstrate that they feel settled in her care and their emotional well-being is given as much importance as the rest of their welfare. On outings children begin to learn about safety as they go around the local community, visiting parks, the shops and toddler groups; this helps them learn about building positive relationships.

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: Met

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