

## Inspection report for early years provision

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<b>Unique reference number</b>	405080
<b>Inspection date</b>	14/10/2010
<b>Inspector</b>	Kathryn Clayton
<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 was registered in 1991. She lives in a residential area of Scunthorpe with her husband and teenaged daughter. She uses all of the ground floor of her home and there is a rear garden for outdoor play. The family have a pet cat. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. Registration is for six children under eight years and currently three children attend who are all in the early years age range. The childminder cares for children for whom English is an additional language. Children are taken to local childminding groups, places of interest and for walks in the area. The childminder has achieved the National Childminding Association 'Children Come First' quality assurance to Level two.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an interesting environment where children are welcomed and feel at ease. Children's individual needs are met and they make good progress in their development and learning. The childminder correctly maintains most of the legally required documentation that safeguards children's welfare, with the exception of medication records. Strong relationships with parents enable information to be freely shared which contributes to children's learning. The childminder makes good efforts to link to other providers children attend. Appropriate evaluation of her service identifies areas where the childminder could develop and by addressing the recommendations made at the last inspection the childminder shows a suitable capacity to improve.

## What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given. (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register)

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

- develop further the opportunities children have to explore natural materials.

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

The childminder completes full comprehensive risk assessments of the premises, toys, equipment and all outings undertaken as well as daily safety checks. She has

a good understanding of how to protect children, having attended recent safeguarding training and has up to date information to use should she need to contact the appropriate authorities regarding a child's welfare. Although most of the legally required documentation is well kept, the childminder does not obtain prior written permission from parents before giving medication. This is a breach of requirements and poses a risk to children's health.

The childminder is keen to improve her service and undertakes ongoing training, for example, in inclusion, food safety and the Early Years Foundation Stage. She uses the views of parents and children when evaluating her provision. Parents are asked to complete a review sheet and children either fill in a questionnaire or give verbal feedback which is carefully considered when making improvements. Since the last inspection the outdoor area has been further developed and there is a new book area in the main lounge. The main playroom is well organised with toys at floor level and a low table and chairs which help children to be independent in the environment. The childminder offers good support to children for whom English is an addition language. She sources dual language books, such as a children's dictionary, and makes sure parents and children can see some words in their home language. The childminder researches different cultures to give her a better understanding of the children she cares for and this helps them to progress well.

Parents are fully involved in their child's care. They enjoy seeing what achievements their child has made when they look through their informative assessment folder with pictures and written information about progress. Parents are asked to feedback information to help the childminder plan for progression. They also work together to resolve any issues as they come up. Parents are provided with a useful welcome book with a wide range of good policies and procedures. When children attend another setting the childminder makes every effort to share information to help children settle and progress, for example, by recording and sharing relevant information in a communications book.

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

Children are settled, confident and concentrate very well in the well organised home. The childminder makes sure children can access a wide range of experiences that are of interest to them, so children enjoy learning through play. She observes children as they play and uses this information to plan for their progression. One example of this is when children's learning is extended with counting and naming shapes when threading. Talk forms a key part of play as the childminder sensitively introduces children to new words, for example, the types of items they are threading. Children enjoy good mark making opportunities both indoors and outdoors, where they have an easel and large chalk board. They explore play dough with interest and have opportunities to use recycled materials for junk modelling. As the childminder makes sure going out to a local toddler group is part of her routine, children have good opportunities to socialise with other adults and children from their community.

Children learn how to keep themselves safe, they are helped to become more confident when using the steps in the garden with the encouragement of the childminder. She also regularly involves them in the evacuation of the premises. Children learn about the importance of adopting a healthy lifestyle. They have a slide, see saw and many wheeled toys to help develop their physical skills. The childminder has placed low crates on the grass which pose a good physical challenge for young children as they try to step from one to another. The childminder teaches them the importance of good hand washing routines when they come in from play and makes sure the table is wiped with antibacterial wipes before children enjoy a healthy snack of fruit. Drinks are readily available to children at all times.

Behaviour is good because the calm and consistent childminder uses positive behaviour management practices. She helps children learn to share, for example, by sectioning the chalk board so they each have a part they can use. A photograph of each child in the playroom gives them a sense of belonging, and having items such as left handed scissors help to meet children's individual needs. Strong language development and access to a good range of equipment such as interactive toys, cameras, scales, measures and technological equipment all help to develop children's skills for the future. Children enjoy imaginative play and express themselves through dance and music, painting and exploring play dough, although children's access to natural materials is limited to a few items. Children notice changes as they are involved with planting and watching tomatoes and strawberries as they grow.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	2

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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) 14/10/2010

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) 14/10/2010