

Inspection report for early years provision

Unique reference number	EY407752
Inspection date	18/10/2010
Inspector	Emma Bright
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 2010. She lives with her husband and two children aged three and 13 years in Peterborough, Cambridgeshire. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of these no more than two may be in the early years age range. She is currently minding four children in this age group, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools to take and collect children. The childminder attends a range of local groups and amenities. The family has a giant African land snail as a pet. 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.

The childminder provides a sufficient range of activities to help children make satisfactory progress in their learning and development. She suitably deploys her resources so that children can make independent choices and become active learners. The childminder works with parents to ensure children are settled in her care. She understands each child's individual needs and this helps them to feel safe and secure. Some of the required documentation is not in place which means there are two breaches of regulation. The childminder is aware of the strengths and areas for improvement of her provision.

What steps need to be taken to improve provision further?

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

- request written parental consent at the time of admission, to the seeking of necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 22/10/2010
- obtain all necessary information from parents for all children which include emergency contact numbers and dietary and health requirements (Safeguarding and promoting children's welfare). 31/10/2010

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

- develop knowledge and understanding of the learning and development requirements in the Statutory Framework for the Early Years Foundation Stage in order to effectively support and extend each child's learning in all areas
- develop the use of information gathered about children's learning to show more clearly their progress towards the Early Learning Goals and provide opportunities for parents to contribute
- improve further the two-way flow of communication between parents and the childminding provision, to ensure parental consents are clear so that parents know about the daily routines
- develop risk assessment systems further to ensure that all aspects of the environment are covered including activities in the front garden.

The effectiveness of leadership and management of the early years provision

Most of the required documentation is in place. However, written consent to seek emergency medical treatment is not requested at the time of admission and some of the necessary information is not in place for all children. This compromises children's welfare in an emergency. Risk assessments are in place to ensure most hazards are identified and minimised and the childminder supervises children as they play, making sure her home is secure so that children cannot leave unattended. However, the risk assessment does not include all aspects of the environment, therefore any hazards are not identified when children play in the front garden. The childminding provision is suitably organised and the childminder is clear about notifying Ofsted of any changes, or to the suitability of adults. The childminder is clear about her role in safeguarding children and is aware of the appropriate procedures to put into practice when necessary. She has attended additional training on safeguarding to ensure her knowledge is up to date and this means children are kept safe from harm.

The childminder promotes inclusion appropriately as she makes sure the activities on offer suitably meet children's individual needs. Resources are organised so that children can select the toys they wish to play with. These are checked regularly to ensure they are safe for children. The childminder is beginning to identify some areas of strength and areas which require development in order to maintain continuous improvement. The childminder has good relationships with parents. She gathers clear information from them so that she knows about children's individual interests and needs, and can provide a consistency of care. Parents receive daily verbal and written feedback so that they know about their child's day. However, some written permissions are not clear which means parents are not fully informed of their child's activities. For example, written permissions for transporting children in a vehicle and routine outings are not in place for some children.

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

The childminder understands children's individual interests. They enjoy their activities with the childminder and they take part in suitable play opportunities that help them to learn and develop. The childminder has an understanding of learning and development requirements of the Early Years Foundation Stage, but has not developed a clear enough knowledge to effectively support and extend each child's learning and development. The childminder has records in place that help to show what children can do and these are evolving. However, this information is not always used to clearly identify the next steps in each child's learning and parents do not contribute to these records in order to share what they know about their child's progress.

Children chat readily with the childminder who responds to their talk. This helps children to become confident communicators. Children enjoy opportunities to develop early writing skills. For example, children readily make marks to represent their ideas and begin to give meaning to their marks. Children demonstrate awareness of numbers as they talk about how many ducks they can see. The childminder discusses the different shapes with them, encouraging them to match ones that are the same. These simple activities begin to lay the foundations to satisfactorily support the children's future economic well-being.

Children are developing independence skills as they help themselves to toys and they are encouraged to learn about sharing through turn taking games. Children gain awareness of the wider community as they visit local amenities and they socialise with others at local group sessions. The childminder provides a welcoming environment where each child is valued, and they are relaxed and comfortable in her care. The childminder has appropriate systems in place to care for children with special educational needs and/or disabilities.

Appropriate procedures are in place for recording accidents and medication. The childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. Children learn about how to cross the road safely and they practise the fire drill so that they know what to do in an emergency. Children enjoy opportunities for plenty of fresh air and exercise as they walk regularly to local amenities. They learn about healthy eating because the childminder provides balanced, nutritious meals so children can make healthy choices.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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