

## Inspection report for early years provision

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<b>Unique reference number</b>	EY247010
<b>Inspection date</b>	23/09/2010
<b>Inspector</b>	Sara Bailey
<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.

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## Description of the childminding

The childminder was registered in 2002. She lives with her husband in Highbridge, Somerset. She works with a co-childminder from this address, as well as employing an assistant. The whole of the ground floor is used for childminding, with access to the first floor for bathroom facilities. There is a fully enclosed garden for outside play. The garden has an aviary with one bird and guinea pigs, which the children have supervised access to.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age range, of whom two may be under one year of age. When working with another childminder or assistant, together they may care for a maximum of 12 children at any one time, six of whom may be in the early years age range, three of whom may be under one year of age. There are currently 12 children on roll, all of whom are in the early years age range.

The childminder holds a level 3 qualification in Early Years and her co-worker holds a level 3 qualification in Playwork. The assistant holds a level 2 qualification. The childminder attends a local childminder group on a regular basis. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage has generally been effectively implemented to meet children's individual needs, although the childminder's knowledge is more secure with regard to the learning and development aspect rather than the welfare requirements. She has still managed to maintain continuous improvement due to her links with childminding support groups implementing changes. Some of the equipment and toys accessible to children are not safe and suitable. The information she shares with parents is not always sufficient to inform them of her practice and procedures.

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

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

- ensure equipment and toys are safe and suitable for their purpose (Suitable premises, environment and equipment).

12/10/2010

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

- develop effective communication with parents; in particular with regards to behaviour management strategies
- improve practitioner's knowledge of the welfare requirements of the Early Years Foundation Stage.

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

The childminder is aware of safeguarding issues relating to child protection. She is clear about signs of abuse and the correct procedures to follow in the event of being concerned about a child. She has systems in place for recording concerns and children's existing injuries, which protects children. She has many systems in place for risk assessing the home and outings regarding general safety issues. For example, the home is monitored by CCTV inside and outside. Children and adults wear wrist bands to identify them when on outings and emergency details are taken with her to alert emergency services to her being a childminder. However, basics such as a few broken toys are not addressed and a tripping hazard has not been identified.

The childminder has a designated playroom with doors open in all weather to allow for free-flow to the outside play area. The room is generally well laid out to encourage a range of activities and open shelving allows for children to self select some toys. However, toys available to them in the role-play area are limited and not well maintained. For example, the toy plastic teapot is cracked and broken which is a potential risk for trapping or cutting fingers, the shelves are empty and uninviting. Some areas are not sufficiently clean. For example, cupboard doors and walls. Toys are drawn on and displays tired and worn, which does not reflect the quality of learning and development happening at the setting.

The childminder's self-evaluation is generally a true reflection of the positive inspection findings although the weaknesses identified have not been highlighted, this shows a lack of understanding of the welfare requirements, which is evident in discussion with the childminder. The childminder has not breached any specific legal requirements due to her established knowledge of quality care from previously obtaining a 'good' judgement under the National Standards and attending childminding forum meetings to keep up to date. This shows a commitment to continuous improvement, along with courses attended since her last inspection such as promoting dental health and behaviour management.

The childminder is aware of appropriate behaviour management strategies but is not sharing these fully with parents. The childminder has positive partnerships with parents about other issues. For example, she communicates both verbally about their child's day and through a daily diary. The notice board has information about all aspects of care and learning, which is supported with more detailed information in the prospectus and policy file. The childminder has attempted to form positive links with other settings children attend through informative introduction letters. Some have been successful and she has positive relationships with some providers.

The childminder's documentation and record keeping is generally of a high standard. However, some policies have not been updated to reflect changes and a few still refer to the out-of-date National Standards. This gives parents mixed messages. Systems to record children and adults are clear and professional as is the visitors book except for the omission of a date column. Accident and medication forms and fire drill records show good procedures are followed.

The childminder records children's progress towards the early learning goals in their individual learning journeys. She is beginning to link observations to highlighted developmental charts to evidence their achievements. She includes samples of their work and photographs to support her assessments. The files are still in their early stages but the childminder's knowledge of learning and development is good.

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

Children are enjoying and achieving during their time at the childminder's. Their starting points and individual interests are taken into account in the daily planning of activities, which meets their individual needs well. Children enjoy messy play to explore the textures of paint and clay on their hands. They join in with stories with excitement, pre-empting what is going to happen next. New children to the setting are able to feel secure with their favourite toys, such as carrying around a doll to make them feel secure.

Children are generally very safe within the setting and on outings as most hazards have been identified and addressed well as well as good levels of adult support and supervision. Young, new children do, however, trip over the ridge between the kitchen and playroom as they play between the two areas. Children learn about safety through discussion and taking part in regular fire drills.

Children learn about basic hygiene through hand washing procedures before eating and from adults wearing disposable gloves when they change nappies. However, the nappy disposal unit located in the kitchen gives off strong smells even though the playroom is well ventilated through free-flow to the outside. Children benefit from easy access to drinks as they play and at regular meal times, which consist of some promotion of healthy eating.

Children learn about sharing and being kind through their play. They learn about rules and expectations through discussion. They are involved in helping to pack away between activities, participating with eagerness 'It's tidy up time' they shout. Children learn valuable skills for the future with much interaction at meal times with adults, opportunities to problem solve in their play and lots of outings to socialise with other children.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3

### 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	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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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