

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334915
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Ann Cozzi
<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 2006. She is registered to care for a maximum of six children under eight at any one time, three of whom may be in the early years age group. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently caring for two children in the early years age group.

The childminder lives with her 12 year old son in a residential area of Sawbridgeworth, Hertfordshire. The whole of the premises, managed by the childminder, are used for minding and there is a fully enclosed garden available for outside play. The family have a pet cat.

The childminder is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and settled in the childminder's care. She undertakes some observations to record children's achievements and uses this information when planning appropriate activities to help them progress. The childminder keeps parents informed about their child's achievements and obtains information about their care needs and routines. However, partnership with other settings children attend is limited. The childminder promotes an inclusive, healthy and generally safe environment. The childminder has completed a self-evaluation which enables her to begin to reflect on her own practice.

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

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

- promote the good health of children with particular regard to keeping written records of all medicines administered to children and inform parents (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 31/12/2010

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

- reappraise the environment to which children are being exposed and make necessary adjustments to secure their safety at all times
- develop further continuity and coherence of care and learning opportunities by sharing relevant information with other settings the children attend

- develop further the current system of assessment to ensure that children's next steps are consistently identified in order that learning opportunities are tailored to meet their individual needs at all times

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

Children are safeguarded from the risk of abuse or neglect. This is because the childminder has undertaken relevant training and understands Local Safeguarding Children Board procedures and the importance of criminal record bureau checks. Children are cared for in a secure environment where the childminder carries out daily safety checks. There are written risk assessments in place for outings, although, assessments for the home do not currently cover all areas accessible to children. This could potentially compromise children's safety. All other records, contracts and permission forms, required by legislation are in place and maintained. This includes daily registers which enables the childminder to safely account for all children in her care at any time. The childminder has completed paediatric first aid training which means that she is able to provide emergency care to children in the event of an accident. However, systems for recording the administration of medication do not fully promote the good health of children. This is because they do not ensure that written records of all medicines administered to children are kept. This is a breach of the welfare requirements. There are a broad range of good quality toys in place and the environment is organised to ensure that children's developing independent skills are promoted.

Information is exchanged verbally with parents on a daily basis. In addition, the childminder regularly shares written records about their child's development. Parents are provided with a copy of the policies at the start of placement which ensures they are kept informed about the day to day running of the provision. They are encouraged to share details about their child's continuing development. However, there are limited systems in place to promote the sharing of information with other providers of care and education which the children attend. This has the potential to impact on the childminder's ability to fully promote continuity of learning. The childminder promotes diversity which supports children's growing awareness of others and the world around them. There is no bias in her practice in relation to gender, race or disability, for example, resources are accessible to all children. The childminder undertakes self-evaluation, she actively seeks the views of parents and holds discussions with other local childminders about best practice in order to improve her service. Improvements recommended at her last inspection have been implemented. The childminder strives to ensure her provision is sustainable.

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

Children are very settled and relaxed in the childminder's care. They are provided with a good range of appropriate resources and activities. Toys are stored at low

level which makes them easily accessible to children, for example, craft and messy activities are provided at a child size table in the dining room. Weather permitting children either play in the garden each day or go on trips out, for example, to a local park, the farm or a local activity centre. The childminder demonstrates a good understanding of the learning and development requirements and guidance for the Early Years Foundation Stage. She makes regular observations of children and uses this information to plan a wide range of interesting and exciting learning opportunities. However, at times she does not link her observations to all six areas of learning to ensure that learning opportunities are tailored to meet children's individual needs at all times.

Children are contented and very comfortable in this environment. They enjoy taking part in activities and making lots of choices and decisions about what they would like to do next. They are encouraged to make good progress in communicating, literacy, numeracy and skills relating to information and communication technology. They are beginning to develop relationships identifying and responding to the feelings and wishes of others. For example, not using a mask when taking part in imaginative play because they know it scares a younger child. Children's language for communication is developing. They use vocabulary which focuses on objects which are of particular interest to them and recognise big things in meaningful context, such as, 'big truck'. Children anticipate key events and phrases in stories listening to the childminder read with increasing attention and recall, for example, telling her that there will be a big spider on the next page. Children are beginning to recognise numerals, for example, a child identifies that he has not opened number three on his advent calendar. Children secure the skills they need for later learning.

Children learn about safety through established routines and gentle reminders from the childminder. For example, taking part in road safety practise whilst out in the local community with the childminder. They demonstrate that they feel safe in the care of the childminder as they seek her out for support or to join in with activities. Children's understanding of how to behave and care for their environment is developed, for example, they are encouraged to put toys and activities away when they are finished. Children are provided with learning opportunities and information which develops their understanding about healthy lifestyles. They practise good personal hygiene routines and develop their understanding about the importance of eating a balanced diet through discussion. Children engage in a wide range of physical play which increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children choose to rest or are active according to their individual needs.

## 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	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	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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:

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 (Safeguarding and promoting children's welfare). 31/12/2010

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 (Safeguarding and promoting children's welfare). 31/12/2010