

Inspection report for early years provision

Unique reference number	201877
Inspection date	16/12/2010
Inspector	Patricia Champion

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 1992. She lives with her husband and four children. They live in a house in a rural location in Great Bardfield, Essex. All areas of the childminder's house are used for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play. The family has a cat as a pet.

The childminder is registered to care for a maximum of five children under eight-years-old at any one time and is currently minding three children in the early years age range. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools and pre-schools to take and collect children. The childminder runs a local carer and toddler group and she 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 has a sound knowledge of each child's individual needs and sufficiently promotes their welfare and development. Children are generally safe and secure and enjoy their play and learning. A wide range of appropriate play activities and first hand experiences are planned. Partnerships with parents and other early years professionals are beginning to benefit children's welfare and developmental progress. The childminder has started to use self-evaluation to identify areas for development. However, a specific welfare requirement is not met as the childminder has not given priority to ensuring that her first aid training is kept up to date.

What steps need to be taken to improve provision further?

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

- complete a paediatric first aid training course at the earliest opportunity (Suitable people) (also applies to both parts of the Childcare Register). 11/02/2011

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

- extend the risk assessment for outings to cover anything with which children may come into contact
- develop further the partnerships with other settings that children attend within the Early Years Foundation Stage

- use observations more consistently to plan the next steps in a child's developmental progress and encourage parents to add their comments about children's learning to the development records.

The effectiveness of leadership and management of the early years provision

The childminder is appropriately organised and efficiently manages her childminding provision around taking and collecting children from school and pre-schools. Her provision is prepared to ensure that children are closely supervised at all times. Comprehensive policies underpin the childminder's practice well and are shared with parents. The childminder has a suitable understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures. She ensures that only adults checked through the Criminal Records Bureau have unsupervised contact with children. The childminder has an adequate understanding of first aid and has booked to attend further training in 2011. However, she may not be able to deal with all injuries in an approved way as her first aid certificate has now expired and this is a breach in welfare requirements.

Children play in a very clean and comfortable environment. There is a designated playroom with storage that allows children to independently take decisions in their play and learning. The childminder conducts reasonable risk assessments to ensure that children are protected both inside and outdoors and she is vigilant about their security. Although the childminder has completed basic risk assessment for the outings she undertakes with children, she has not yet identified all potential risks for each type of venue the children visit.

The childminder promotes equality and anti-discriminatory practice. She treats each child with equal concern and gives them warm and appropriate attention. She helps develop their understanding of the world around them through finding out about and acknowledging the customs and traditions of their own culture and those of others. The childminder suitably liaises with external agencies or services to ensure a child gets the support he or she needs. For example, she holds information from a speech therapist so that she can support children developing their language skills. However, the childminder is not yet sharing her observations of children's achievements with the other settings delivering the Early Years Foundation Stage that children attend, to enhance continuity in their learning.

Children benefit from the effective relationship that the childminder has developed with parents. Useful information is exchanged at the start of a placement to ensure the childminder is aware of parents' wishes, children's individual needs and capabilities. The childminder keeps them fully informed about their children's well-being and what they have been doing through discussion. Parents have the opportunity to share their views and make suggestions through completing questionnaires. They make very positive comments about the home from home environment and appreciate how well the children flourish as they participate in a wide variety of activities. The childminder has begun to make use of self-evaluation to identify her strengths and areas for development. She now

recognises that prioritising improvements, setting realistic targets and attending further training courses will further enhance outcomes for children.

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

Children are all happy and settled in the childminder's care. Play space and resources are arranged suitably to meet the children's needs. Toys are rotated to stimulate children's interest. Children have plenty of opportunities to be creative as they make Christmas cards and decorations or they develop their cookery skills when making mince pies. Children are confident and encouraged to develop important social skills. The childminder is a positive role model and encourages children to be polite and friendly towards each other. Animated conversation between the childminder and the children promotes their communication and language skills. Open ended questioning is effectively used to encourage children to think and give interesting answers.

Children investigate and explore the changing seasons and the local environment on nature walks and visits to see nearby chickens, goats and pigs. They begin to develop skills for the future as they have routine contact with good quality books, puzzles and role play equipment. Children select books for pleasure and look at them with the childminder. They become enthralled as they listen to stories. An understanding of colours, numbers and counting is also incorporated into the daily routine. Children recognise numerals on house numbers and road signs as they walk to and from school

The childminder adapts her activities for children of all ages and has developed a good understanding of how young children learn. She has started recording observations of children's achievements and tracking their progress to ensure that there are no gaps in learning. However, children may not be learning as much as they can as the childminder is not yet consistently using her observations to plan the next steps and parents are not yet encouraged to add their comments to the developmental records.

Children's welfare and safety is given careful consideration. The childminder tests her smoke alarms and has devised and practised procedures so that children can swiftly evacuate the premises in an emergency. Children have opportunities for exercise and fresh air each day, which contributes to a healthy lifestyle. They learn about road safety and potential dangers when they go on outings. There are established hygiene routines so that children adopt healthy habits and they eat nutritious lunch boxes provided by parents and supported by the childminder.

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	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

Outcomes for children in the Early Years Foundation Stage	3
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	3
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 this report (Welfare of the children being cared for). 11/02/2011

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 this report (Welfare of the children being cared for). 11/02/2011