

Inspection report for early years provision

Unique reference number	EY415232
Inspection date	11/01/2011
Inspector	Charlotte Jenkin

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 lives with her husband and two children, aged four and five years, in a three bedroomed house in Swindon. The childminder is registered to care for four children under eight years, of whom three may be in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She currently cares for one child in the early years age range. Children have access to the ground and first floor of the property, and there are sleeping arrangements on the second floor. Children have access to a fully enclosed garden for outdoor play. The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have their individual needs appropriately met in the provision. They are cared for by a childminder who has a clear understanding of their abilities and areas for future learning and development. Most required documentation is in place to promote children's health, safety and well-being. The childminder demonstrates a commitment to developing her provision and has begun the process of self-evaluation, having identified clear areas for improvement. However, this is not yet fully established to ensure priorities for action are addressed.

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 permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 28/01/2011

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

- develop children's enjoyment of books by making them more freely available, and by providing interesting story times with props and puppets
- improve hygiene routines at snack time by encouraging children's understanding of hand washing and the importance of sitting down to eat.

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded suitably by a childminder who has a sound knowledge of the possible signs of abuse and the procedures to follow in the event of concerns about a child. All adults in contact with the children have undergone suitable vetting checks and this protects children's welfare.

The childminder has a suitable knowledge of the requirements of the Early Years Foundation Stage and this means she has most required documentation in place to promote children's health, safety and well-being. Records of the early years age children's attendance is kept, accident and medication records are in place and detailed information is gained from parents in order that she is able to meet their day to day needs. However, the childminder has not requested permission to seek emergency medical treatment or advice, which is a breach of a welfare requirement. This has the potential to compromise children's health. The childminder has carried out successful risk assessments of her home and garden and for taking children on outings. Thus, children are able to move around freely, with confidence and play in safety.

Children have access to a suitable range of toys and resources and these are mainly accessible to the children, in storage boxes which are labelled with both pictures and print. Younger children with limited verbal communication skills are encouraged to develop confidence in making choices in their play through choosing photographs of the toys they wish to play with if they are in the store cupboard. The environment is stimulating and contains posters to encourage children's language and awareness of print, as well as some artwork the children have made. The childminder uses her premises and toys appropriately to support children's learning and development, therefore, children have areas for eating, sleeping, messy play and access to a secure outdoor environment which promotes their learning in the six areas. Therefore, children who learn better outside, have sufficient opportunities to progress through activities suited to their needs.

The childminder has good partnership with parents and written feedback confirms they are extremely happy with the care their children receive. She gives daily verbal feedback on their child's routines, as well as the activities they have participated in. Regular sharing of information regarding children's health and learning needs, means parents work in partnership with the childminder to consistently support children's development. She is fully aware of the need to liaise with other agencies working with the children, in order to work collaboratively to support their learning.

The childminder has started to evaluate her practice and has identified some areas for improvement. However, this is not yet fully established to ensure priority areas are identified and addressed, such as the breach in requirement. However, she demonstrates a commitment to improving her provision through attending training and putting plans in place to improve outcomes for children.

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

Children appear happy and settled in the childminder's care. They demonstrate a sense of belonging in the provision, as they readily approach the childminder for cuddles and laugh with her, as she responds to their verbal and non-verbal communication. Children are keen to join in activities that the childminder organises for them. They follow her and join in when she rolls cars across the mat. The childminder supports their learning well, for example, when children line up the cars on the mat, she talks about the colours of the cars and counts them, encouraging them to point to the cars and repeat after her. She supports the children's language development effectively, role modelling language to them as they pick up their shoes and when pointing to different parts of the body. Hence, she fully promotes their confidence in developing their spoken language which helps them develop successful skills for the future. Children have access to activities that cover most of the six areas of learning. However, they do not have regular free access to books or story-times with props and puppets, which engage their interest and help them develop their enjoyment of stories and books. The outdoor area is well organised and offers the children a range of learning opportunities, as well as to promote their physical development. Children grow herbs, fruits and vegetables, as well as have opportunities for role play, art and craft and weaving ribbons through a trellis. This ensures children who learn better in the outdoor environment have opportunities to meet their specific needs. Younger children are able to access this freely as they have their boots and shoes by the patio doors at all times, which ensures they have their individual needs met and they are cared for in a fully inclusive environment. Children have opportunities to socialise with other children through visits from friends of the childminder. Children also walk to school daily, visit local parks and have opportunities to become familiar with the local environment and have regular access to fresh air and exercise. The childminder makes observations of children at play and links these to the six areas of learning. These clearly show children's achievements and enable the childminder to identify areas to further support children's development. Through daily activities she regularly devises new ways to support children's development further, encouraging children to say 'Ta' using their interests in putting up their hands and saying 'Hi 5'.

Children begin to learn about the importance of healthy eating, enjoying nutritious snacks on a daily basis. The childminder has a chart showing pictures of fresh fruits and vegetables on the kitchen door, and shows them the picture of the snack they are having on a daily basis. Children's health is generally well promoted. The childminder has an appropriate sickness policy in place, separate hand towels for the children and signs in the toilet which remind children to wash their hands after use. However, on the day of inspection, the childminder did not wash children's hands prior to eating a snack. Children were not sat at the table and were crawling around the floor between taking pieces of food, which does not minimise the risk of cross infection. Children are encouraged to learn about personal safety, both on outings and in the home. They have regular opportunities to practice the fire evacuation drill and the childminder uses a story that explains the dangers of fire and helps them learn the reasons for participating in the fire evacuation drill. The

childminder is a good role model to the children and is calm and consistent in her approach to managing unwanted behaviour. This helps children learn right from wrong and to learn to respect their peers and the environment.

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	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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) 28/01/2011

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) 28/01/2011