

Inspection report for early years provision

Unique reference number	250842
Inspection date	06/12/2010
Inspector	Jacqueline Mason
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.

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 in 1995. She lives with her partner, daughter aged nine, and grown-up son, in Leiston, Suffolk. The whole of the ground floor is used for childminding along with two upstairs bedrooms. There is a fully enclosed garden for outdoor play. The premises are accessed via a small step.

The childminder is registered to care for a maximum of five children under the age of eight years at any one time, of whom three may be in the early years age group. She is currently minding four children, all of whom are in the early years age group. The children are minded on a full-time and part-time basis. The childminder takes and collects children from local schools. The childminder is registered on both the compulsory and voluntary parts of the Childcare Register.

The family has a dog and a hamster as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides satisfactorily for children in the Early Years Foundation Stage and has an adequate knowledge of the learning and development requirements to help children make steady progress. She is careful to ensure that all children are included and their individual needs met. Most health and safety requirements are met. The childminder has good relationships with parents and works in partnership with them to provide continuity of care for children. Some links are in place with others who provide care for the children. The childminder recognises the importance of self-evaluation in order to plan for continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure that outdoor spaces are safe and suitable, with regard to carrying out risk assessments for outings (Suitable premises, environment and equipment) 31/12/2010
- complete a paediatric first aid course which is approved by the local authority and consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register). 31/12/2010

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

- plan and deliver personalised learning and development to help children to get the best possible start in life
- promote hygiene with regard to ensuring that any animals on the premises do not pose a health risk and to ensure that children are helped to learn about the importance of good personal hygiene.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of safeguarding issues and is aware of the signs and symptoms of abuse to help her recognise when children may be at risk. She knows how to report concerns to ensure that children's welfare is safeguarded. Daily checks are carried out to make sure that the premises are safe and suitable for children to use, particularly whilst an extension to the premises is being built. However, the childminder has not carried out risk assessments for outings to ensure children's safety. Daily registers are completed in order that an accurate record of children's attendance is maintained.

The childminder provides a varied range of toys and resources to promote children's interests and development. However, these are sometimes accessed by the pet dog and the toys are not always washed before being returned to children. This results in toys being unclean and, therefore, a potential hazard to children's health. The childminder has some processes in place to protect children's health and well-being, such as not accepting sick children into the setting. This helps to prevent the spread of infection. However, she has allowed her first aid certificate to lapse. This is a breach of requirements and has the potential to compromise children's health in an emergency situation. The childminder has booked onto a training course that is due to take place in March 2011. She has a food hygiene certificate and is registered with the local authority Environmental Health Department as a food provider to help her ensure that she is promoting children's good health with regard to food and drink.

The childminder promotes inclusive practice to ensure that all children are included and their needs met. Individual routines are met because the childminder gathers useful information from parents when children first attend the setting. Professional relationships with parents are good and the childminder has developed friendly and trusting partnerships with them. Parents are kept informed about their children's day through daily discussions at the end of each childminding day. She talks to them about her childminding setting to help them make informed choices about their children's care. Partnerships with others who provide care and learning for the children are satisfactory to promote continuity of care for children. The childminder has some systems in place for identifying her strengths and areas for development. She has completed the self-evaluation form provided by Ofsted and talks with other childminders to compare what they do. She uses parents' comments, along with her evaluation of the contentment of children, to monitor the success of her childminding provision.

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage. She is not fully confident about the six areas of learning but provides activities that meet children's individual interests. Children's starting points are identified through discussions with parents and a daily diary is maintained for each child in which she records what they have done each day. However, the childminder does not carry this information forward in order to plan for the next steps in their learning to ensure that children are making progress. Despite this, the childminder knows the children well and talks confidently about children's individual routines, abilities and interests, such as providing a toy laptop in response to a child's interest in communication technology. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

The childminder is actively engaged in children's play and children enjoy their time in the setting. They settle readily and are developing in independence, confidently moving between the rooms used for childminding. The childminder has good relationships with the children and they enjoy snuggling up with her on the settee to look at picture books. She talks to the children about the picture books and introduces new vocabulary, encouraging them to repeat unfamiliar words. Through this children are developing their speech and extending their vocabulary. They enjoy exploring 'touch and feel' books and the childminder helps them learn about texture, introducing words such as 'soft' and 'smooth'.

Children's dietary needs are met by their parents as they provide meals for their children. Healthy eating is encouraged and the childminder supplements children's lunch boxes with fresh fruit. However, children are not always reminded to wash their hands before eating and this has the potential to compromise their health. Despite this, children are developing some aspects of a healthy lifestyle through outings to the local playground, where they can take part in physical play, and walks to take and collect children from school where they learn about road safety. Children are regularly taken on trips into the local community and attend toddler group sessions at the local church and children's centre. The childminder meets up with other childminders and they visit each other's homes. Through this children's social skills are developing as they meet and play with other children. Children are well behaved and respond well to the childminder's high expectations of their behaviour. Good behaviour is valued and praised.

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	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:

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 (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register). 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 (Welfare of the children being cared for) (also applies to the compulsory part of the Childcare Register). 31/12/2010