

## Inspection report for early years provision

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<b>Unique reference number</b>	256942
<b>Inspection date</b>	16/12/2010
<b>Inspector</b>	Sandra Hornsby
<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 in 1981. She lives with her husband in Peterborough, Cambridgeshire. She works with another registered childminder at this property. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group. She occasionally minds with the co-childminder and together they may care for a maximum of 12 children. Currently they are caring for five children between them who are on the Early Years register. Both childminders have joint responsibility for the childminding practice. They also offer care to children over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and takes children to the local park. The childminder is a member of an approved childminding network and is currently in receipt of funding for early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment and meets children's welfare to a satisfactory standard. The childminder uses visual observations on children's achievements to plan activities to help them to progress in a satisfactory way. Parents are kept informed about their children achievements. Some policies are shared with parents, but not all, and some documentation required for risk assessments is not in place. This is a breach of legal requirements. Overall, safeguarding is satisfactory. The childminder has begun her self-evaluation; she is seeking advice and support by liaising with the local authority advisor and her co-worker and is in the process of addressing areas which have been identified as in need of improvement.

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

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

- ensure parents are provided with copies of the procedure to be followed in the event of a parent failing to collect a child at the appointed time and the procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare)

26/01/2011

- maintain a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

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

- increase the range of information shared with parents in order to establish clear starting points for children's learning and to support ongoing learning and development
- improve the observational assessment systems and devise next steps in children's learning to enable children to make good progress towards the early learning goals
- improve the system of self-evaluation to promote future development.

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

The childminder has a sound knowledge and understanding of safeguarding issues in relation to child protection. She is aware of the signs and indicators of abuse and has information in place to support her actions if she has concerns about a child in her care. The childminder visually assesses her home for risks on a daily basis. However, risk assessments have not been recorded and reviewed to ensure that hazards continue to be identified and that children remain safe. This is a breach of a legal requirement.

The parents are offered information about the childminding service verbally at the beginning of the arrangement, and parents sign contracts and permission forms. Some of the childminder's policies and procedures are shared with parents, however the procedure to be followed in the event of a child being collected late, being lost or going missing is not routinely shared with parents. This means parents are not up-to-date with procedures that would reassure them in emergency situations. Parents and the childminder regularly exchange information about how children have been, and families who speak English as an additional language help the childminder to learn a few key words in their home language. The childminder prepares an end of term assessment report that keeps parents up-to-date with their children's ongoing development. However, children's development and learning starting points on entry to the provision are not shared with the childminder and parents have minimal involvement with their children's ongoing progress, learning and development. The childminder has experience of working with preschools and other professionals and understands that partnerships are important for continuity of care and children's satisfactory development.

Resources adequately support children's learning, and are sufficient in quality and quantity. Planning is not always focused on children's individual learning needs so does not always sufficiently challenge the older and more able children. However, children develop satisfactorily, have fun and enjoy their play. Furniture and equipment is readily available and helps children to be independent and make their

own decisions about what they do. The childminder uses her knowledge and understanding about children's individual needs to generally support their learning and development.

The childminder has begun her self-evaluation, she continues to seek advice and liaises with the local authority advisor for support. She talks to other childminders and, together with her co-worker, addresses areas identified as being in need of improvement. She attends training and monitors children termly to ensure she meets their needs and helps them to progress. The childminder is aware of the need to prioritise and continue her development programme to improve the outcomes for children.

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

The childminder has a sound understanding of the Early Years Foundation Stage learning and development requirements and most of the welfare requirements. Children show an enthusiasm for art and crafts activities and enthusiastically seat themselves around the child-sized table and chairs in readiness for the glue and glitter activity. The childminder enables the children to choose their glitter and is on hand to help the younger children squeeze glue out of the bottle. Children are engrossed in the messy interesting activity and share their cards and work with each other. Some children use pencils and pens to write their names with their early mark-making skills.

The childminder talks to the younger children who understand simple instructions, words and gestures. They see numbers and letters displayed around the setting on low-level pictures, and this helps to support their skills in early reading and number recognition. Puzzles help children to problem solve and a broad and varied selection of dressing up clothes allow children's imagination and role play experiences to flourish. Babies explore the environment independently, they move about the setting confidently, watch the older children with interest and take age-appropriate toys out of a small box to handle and explore. The childminder engages children, encouraging them to share resources and take turns. Children are encouraged to participate in gardening activities, read books and sing songs.

Although the childminder observes children, there are few observational assessment and monitoring documents to support and evidence children's achievements and progress. Observations are not systematic enough and children's next steps are not always targeted. Observations are not always linked to the areas of learning to ensure that all areas of development are covered and planned for. As a consequence, children's individual learning needs are not consistently recognised and planned for and the more able children are not challenged enough to support good progress.

Children's health and well-being is satisfactorily promoted. The childminder has a current first aid certificate and permission is in place to seek emergency medical treatment. Information about children's medical and dietary needs are in place. Children regularly attend toddler groups, walk to the local park and use the

equipment. As a consequence, children get regular opportunities for fresh air and exercise. Satisfactory hygiene procedures are in place to prevent the risk of infection. The childminder helps children to wipe their hands and use the bathroom independently. Children understand about having germs if they do not wash their hands. The childminder follows procedures when nappy changing and for sickness that prevent cross-infection.

Children are offered drinks during the session and parents provide snacks and meals which are generally healthy and prepared by both childminders. Children learn to keep themselves safe as they talk about road safety. Fire evacuation is practised so that children learn what to do in the event of a fire or emergency to keep themselves safe. Children develop warm and trusting relationships with both childminders who share the care and responsibility of the childminding provision. Children feel safe in the setting. They are learning to be independent and form relationships and, as a consequence, learning skills for the future.

## 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	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	3

### 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	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:	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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