

## Inspection report for early years provision

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<b>Unique reference number</b>	257111
<b>Inspection date</b>	31/01/2011
<b>Inspector</b>	Lindsay Dobson
<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 2000. She lives with her husband and three children aged six, 12 and 16 years, in Bretton, a suburb situated to the west of Peterborough city centre. The whole of the house is registered for childminding purposes, although children use the ground floor which consists of a kitchen, conservatory, living room and toilet facilities. Upstairs is used for children to sleep if required. A fully enclosed rear garden is available for outdoor play which is accessed directly from the house.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years. Of these, three maybe in the early years age range. There are currently three children on roll, two of whom are in the early years age range. The childminder walks and drives to local schools and pre-schools to take and collect children. The family keep goldfish and have two dogs.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and comfortable with the childminder. They are offered a variety of resources which promote their learning, enabling them to make satisfactory progress. The childminder gets to know children well in order to meet their individual needs effectively and promote diversity. There are sound relationships with parents which help to support the children being cared for. Most health and safety procedures are effective in practice, however, the childminder does not have an up-to-date first aid certificate and the detail recorded in the risk assessments is not sufficiently robust. The childminder has made improvements to the quality of her provision since her last inspection and has started the process of self-evaluation using the Ofsted self-evaluation form.

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

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

- Update the record of risk assessment to clearly state when it was carried out, by whom, date of review and any action taken following a review or incident (Premises, environment and equipment) (also applies to both parts of the Childcare Register) 14/02/2011
- complete an appropriate paediatric first aid course. (Safeguarding and welfare) (also applies ot both parts of the Childcare Register) 28/02/2011

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

- regularly complete sensitive observational assessment in order to identify appropriate next steps in learning and plan to meet young children's individual needs
- update the record of risk assessment to include all outings and trips undertaken.

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

The childminder has a clear understanding of the types and signs of child abuse and she knows the procedures to follow if she has concerns about a child. Consequently, she would be able to quickly identify a child at risk of harm and be able to obtain appropriate support for them. A safeguarding policy which outlines her responsibilities in this area is shared with all parents. The childminder carries out daily checks on her home to ensure children are safe while in her setting. However, the current record of risk assessment does not record sufficient detail to fully comply with the requirements of the Early Years Foundation Stage framework and is therefore a breach of regulations. The childminder has recorded risk assessments for some of the outings undertaken with the children, however, she has not updated the record of risk assessment for all outings completed to ensure children's safety is fully promoted. Also, the childminder has not kept her first aid certificate up-to-date and this has expired, which is a breach of regulations. However, she has booked herself onto another course to ensure she is able to care for children should an accident occur.

There are sound partnerships with parents and the childminder works hard to be flexible and supportive to the families of children she is caring for. All parents are given the policies and procedures of the practice to ensure that they are appropriately informed regarding how the childminder works. There are daily discussions with parents on arrival and collection of the children, and they are invited to look at the children's own pictures and any photographs that the childminder takes of the children at play. The childminder also provides further information for parents through daily written diaries. The childminder is aware of the need to develop links with other providers of the Early Years Foundation Stage when this becomes necessary.

The childminder supports the children in developing positive attitudes and offers encouragement and praise to raise their self-esteem. She is consistent in her approach to managing children's behaviour and implements appropriate boundaries to enable children to begin to take responsibility for their actions. As a result, children behave, listen to the childminder and use good manners. They play and socialise with other children, enabling them to learn about the needs and feelings of others, and they have some opportunities to learn about diversity within the community and the wider world.

The childminder demonstrates a commitment to the development of her childminding practice. She liaises with other childminders and the local authority

childcare coordinator to share ideas and seek support and guidance. The childminder has started the process of self-evaluation by completing the Ofsted form. She has identified some of her strengths and areas for development which enable her to promote continuous improvement.

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

Children are happy and settled in the childminder's comfortable family home. They enjoy an appropriate balance of child-initiated and adult-led activities which provide challenge and enjoyment. The childminder plans a range of outings for the children which they enjoy and happily go on. As a result, children are eager and motivated to take part. The childminder has started to complete observations of children during activities and is linking these to the areas of learning. This enables her to offer a varied programme of learning opportunities to the children. However, observations are not carried out regularly enough and identified next steps are not fully effective to ensure their progress is purposefully planned for and they are reaching their full potential.

The childminder ensures activities are suitable for the ages of the children attending and she adapts her interactions to ensure they are all included and able to take part at their own level. Children of all ages have suitable opportunities to develop their understanding of technology. They use a sound range of resources which enable them to understand cause and effect. They push the buttons and turn the handles of the toys, listening to the sounds they hear and laughing at the lights they see flash. The childminder works with the children as the electronic toys ask questions and children are encouraged to press the buttons for the correct answers. Children receive lots of positive praise for their achievements. The childminder also reminds the children to share and take turns during activities, developing their social skills as they play.

Children are provided with daily opportunities for physical play. The childminder takes them to a variety of groups including the local church groups. Children have sound opportunities to practice their physical skills as they play with a soft ball and skittles in the living room. The childminder lines up the skittles and the children eagerly throw the soft balls to knock them down. Each day the childminder and children take the dogs for a walk. They go to the park and enjoy using the swings and slides. The childminder engages the children in conversations throughout the day. She shows interest in what they have to say and develops their language skills through the questions she asks them. Children's vocabulary is further promoted as the childminder plays action songs and rhymes and encourages the children to follow the actions and join in with the singing. Photographic evidence shows children taking part in a range of activities, such as, decorating buns and joining in with cultural festivals at the groups they attend. Such activities develop their understanding of differences and the world around us.

Children develop a suitable understanding of personal health and hygiene through the routines followed, thereby reducing the risk of cross-infection. They learn to stay safe as they take part in evacuation drills, learn about road safety during

walks and are encouraged to tidy toys away before getting others out. The childminder provides a range of healthy snacks and parents provide meals for their children. The childminder is aware of children's individual dietary needs and drinks are accessible to children throughout the day, enabling them to remain refreshed and hydrated.

## 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:

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(Suitability and Safety of Premises and Equipment)(also applies ot the voluntary part of the Childcare Register) 14/02/2011
- take action as specified in the early years section of the report (Qualifications and training) (also applies to the voluntary part of the Childcare Register) 28/02/2011

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 the report(Suitability and Safety of Premises and Equipment) 14/02/2011
- take action as specified in the early years section of the report(Qualifications and training) 28/02/2011