

## Inspection report for early years provision

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<b>Unique reference number</b>	EY362255
<b>Inspection date</b>	04/02/2011
<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 2007. She lives with her partner and five children aged five, seven, twelve, fifteen, and sixteen years in Stanground, Peterborough, Cambridgeshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder meets children's needs to a satisfactory standard. She has a good understanding of their characteristics and uniqueness. She offers a generally safe and secure environment that is relaxed and informal. Some required documentation has been overlooked, but safeguarding systems and visual risk assessments are in place to generally keep children safe. The childminder keeps parents informed about what their children are doing. She obtains and shares important information which helps her meet children's needs. The childminder reviews and reflects on her childminding and demonstrates her enthusiasm and commitment to improving and developing her service.

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

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
- 22/02/2011

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

- update the record of risk assessment to include a separate assessment for each type of outing
- improve the links between observations, assessments and planning in order

to ensure that individual children are consistently provided with appropriate levels of support and challenge.

- improve the system of self-evaluation to promote future development
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning

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

The childminder has completed safeguarding training and has sound knowledge about her responsibilities to keep children safe. She is able to explain about her policy and procedures and would take the right course of action to refer any concerns she may have about children's welfare. She has all the necessary documentation to be able to take the appropriate action if necessary. Children are cared for in a safe and secure environment as the childminder conducts daily checks to ensure that the environment is safe for children, she visually risk assess each type of outings. However, a written risk assessment has not been carried out and completed as required, with the risk of unidentified hazards being overlooked.

The environment is welcoming and inviting for children. The childminder displays some of her policies and children's work on the walls of the play room. Parents can see the routines for the week displayed on a large white board. There are lots of toys and equipment stored between the play areas and on the floor to enable children to access them independently. Child-sized furniture is available for children to use such as a small table and chairs that children enjoy using to sit at to eat their food. The childminder has some resources which reflect our diverse world, such as books and posters and pictures. She helps children to appreciate and value each other through being kind, sharing and acknowledging others' festivals or celebrations, this helps children to become aware of the wider world. The childminder has not yet implemented systems to enable children who speak English as an additional language to use their home language through play. She is aware of this as an area for development and identifies this through her self-evaluation.

The childminder has a very relaxed and informal relationship with parents. They exchanges information on a daily basis and she shows them the records she keeps on their children's development. However, all children's records are in one file therefore parents cannot remove them from the premises. The childminder identifies this as part of her future plan to improve the system she has for information exchange with parents. Parents are given the policies when they start to keep them informed and they are encouraged to share details about their children's development, routines and care needs. The childminder has yet to establish links with other Early Years Foundation Stage providers but she is aware of the benefit of these relationships and how they improve continuity of care and support for the children.

The childminder has made improvements since the last inspection. She is evaluating her service and is realistic about the areas of strength and areas in need of development. She is very keen and enthusiastic to developing her service.

She meets with other local childminders and uses training to keep up to date and improve her practice.

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

The childminder demonstrates a sound understanding of the Early Years Foundation Stage learning and development requirements. She has a genuine interest in the children and is kind and caring. She is attentive and offers praise and encouragement to help children feel safe and secure. Gentle music plays in the background and children sing the familiar words merrily to the rhymes they know. Children are settled and contentedly play with the equipment that is immediately available. Children develop manipulative skills as they build carefully with large plastic bricks, placing them side by side and on top, as they design and create towers. Using the construction equipment help children to problem-solve and develop their creativity. Children develop independence skills as they are able to make choices and explore their environment independently. They enjoy sharing the resources with their peers, using eye contact and occasionally making simple conversation to make themselves understood. The childminder's resources are numerous and varied, freely available and used in several areas of the home. As a consequence, organisation of the toys and equipment and day to day play opportunities are a little haphazard. Children tend to flit between equipment and do not get engrossed in meaningful tasks. However, purposeful planned activities such as baking and mug designing for Mother's Day are more focused and encourages children to develop concentration and a positive disposition to learning. The disorganisation of toys and equipment prevents children making the most of the welcoming environment and using the space, toys and equipment effectively. Outings teach children about the community, cookery and baking and gardening activities also offers opportunities for learning about the world around them. Children regularly visit other childminders and play with other children. Children develop social skills, sharing and learn to take turns. Children enjoy reading stories and enthusiastically remind the childminder that its story time and time to read to them. Books are accessible and well used by children. The childminder knows the children well; she understands their characters and personalities. She makes some observations of what children can do, recording information in her file. The childminder plans around events, children's interests and what they like to do. However, the links between these observations and the planning of activities are not fully effective in ensuring individual children's learning needs are consistently provided for to enable them to make the best progress possible.

Children's health is promoted as they go out to groups and walks every day and have healthy fruit snacks and plenty to drink. Hygiene procedures are in place to prevent the risk of infection and children are familiar with hand washing so they begin to learn how to live a healthy life style. Parents are encouraged to provide healthy meals and are helped by the childminder. Children learn to keep themselves safe as the childminder talks to them about road safety, strangers and fire evacuation. This is practised so that children learn what to do in the event of a

fire or emergency to keep themselves safe. Children have developed warm and trusting relationships with the childminder and so feel safe in the setting. They are leaning to be independent and form relationships and so are 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

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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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 22/02/2011

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 stated in the compulsory part of the Childcare Register (Arrangements for safeguarding children) 22/02/2011