

Inspection report for early years provision

Unique reference number	258090
Inspection date	01/03/2011
Inspector	Lynne Talbot
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 May 2001. She lives with her husband and one child aged eight years in a village close to St. Neots, Cambridgeshire. The whole of the ground floor of the home is used for childminding and identified rooms on the first floor. There is a fully enclosed garden for outside play. The family has two rabbits and two degus in a cage in the lounge.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six 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 part-time hours and one is within the early years age range. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is recognised by the childminder who has a clear understanding of their needs and interests. She creates an effective working relationship with parents and partnerships with other settings that children attend are being developed. These steps ensure that children's needs are met and that appropriate activities support steady progress overall in their learning. The childminder takes steps to promote children's health and welfare through established daily routines, minimising most risks and safeguarding awareness. Most procedures are established to promote safety, although no information is provided regarding failure to collect a child or missing children and this is a breach of requirements. The childminder has a positive attitude towards continued development but this is yet to be developed to enable reflection on the overall care and continued outcomes for children.

What steps need to be taken to improve provision further?

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

- provide information for parents to be followed in the event of a parent failing to collect a child at the appointed time or in the event of a child going missing (Safeguarding and promoting children's welfare).
- 22/03/2011

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

- ensure that you have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children procedures in line with the Local Safeguard Children Board guidance and procedures
- develop links with all other settings providing for children in the Early Years Foundation Stage to ensure continuity and coherence to support outcomes for children
- gain further understanding of reflective practice in order to confidently identify aspects of the childminding service that are done well and those aspects that might be improved, so as to continue to promote good outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the childminder has a good understanding of the Early Years Foundation Stage. She has a clear grasp of her roles and responsibilities relating to safeguarding. However, she does not hold the required information to enable her to implement the safeguarding children procedures in line with the Local Safeguard Children Board guidance and procedures. This could lead to a delay in the event of an incident compromising children's safety. The childminder ensures that all persons required undertake the appropriate checks to safeguard children. Thorough risk assessments for the home and outings are undertaken. Additional safety measures that promote children's safety include the use of identity cards that are carried when outings are undertaken. Children are encouraged to learn about personal safety and receive consistent reminders about taking care of themselves. They discuss personal safety in depth and assess possible situations where they must consider their safety such as strangers approaching them in the street and offering them something. Emergency evacuation routines are clear and completed each month. The childminder ensures that children understand emergency procedures if they are alone should something happen to her. They know that they approach the emergency carer who lives in the next house. Procedures for illness and medication are detailed and meet the requirements of the statutory framework fully.

The childminder offers an inclusive service to children in her care and describes how she works with parents to understand each child as an individual. She is aware of each child's needs and uses this to ensure that every child achieves. This is shown by the flexibility within the day to incorporate the hours of care required and to ensure that children within the wide age range attending are all included in activities. Procedures to support the relationship with parents are secure. Children's welfare and development is shared with parents each day in discussion. They review all policies and are informed of any updated procedures, a useful notice board holds the relevant information. The childminder uses telephone contact and text messaging to support the communication with parents and ensure regular contact is made. However, there are currently no procedures shared with parents in the event of a parent failing to collect a child or in the event of a child going missing. This is a breach in requirements and could compromise children's well-being and safety. The childminder has a positive attitude towards working with others who provide care in the early years age range. She understands the

importance of those partnerships to ensure consistency in the approach towards learning but has not yet fully established this relationship to support development.

The childminder shows an awareness of personal development and seeks informal feedback from parents to ensure that her care is having a positive impact on outcomes for children. She has completed the required training as well as safeguarding, food hygiene, Early Years Foundation Stage and Equality and Diversity since her last inspection. The childminder has booked to renew her first aid training before the previous certificate expires, which demonstrates a commitment to continued development. Self-evaluation processes have been considered but do not yet form the basis of internal review to focus strengths or areas for development. The home is very welcoming and resources are fully accessible to enable children to self-initiate learning. This means that children are consequently making good progress overall in their development.

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

The childminder uses the Early Years Foundation Stage learning and development requirements well to offer experiences to meet children's individual needs. When planning activities to help them to take the next steps in their learning, she successfully integrates her knowledge of their abilities, interests and activities undertaken previously. Children are confident and enjoy the time spent with the childminder. They make good progress in their development because the childminder is skilled in supporting their learning based on their interests. They choose what they would like to play with from a wide range of accessible resources in the conservatory, many of which reflect their increasing interest in technology and construction. Children manipulate toys which change shape and learn about direction and control when they use remote control vehicles. They enjoy electronic games. The availability of four remote units ensures that they can all participate in playing games for multiple players, closely monitored by the childminder for suitability. An emphasis is given to supporting children's personal, social and emotional development to give them a confident base from which to develop. For instance, children's views are sought to decide on future activities. They sit together and decide what they would like to plan for future weeks and write the ideas down. Some of the examples given are making a 'glitter ball' and have a disco, making story books and carrying out some gardening and planting strawberries. Children are clearly learning the social skills necessary for them to play a full and active role within group situations.

Children are physically active promoting their good health. They play outdoors using equipment such as scooters and balls, or Frisbees and pop-up tents. They are imaginative and creative, which is demonstrated when they construct and build 'dens' together using foam mats and cloth sheets. These group activities require that they work cooperatively. Children receive support to ensure that they understand road safety and discuss this each day when going to and from school. They explain in detail how they need to walk on paths and stay close to the childminder in case they get lost and understand that safe road crossing prevents

injury from vehicles on the road. Their awareness of the reasons for personal safety is clearly well-developed. Whilst no meals or snacks are provided, due to the hours of care, the children are developing a robust knowledge of personal health and hygiene. They discuss and identify foods that are healthy for them to eat frequently and those that should be limited. They also show a very good understanding of hygiene and are able to describe why hands need to be washed and the links between germs and their health.

Children demonstrate that they feel safe and secure as they confidently play together. They enjoy mark making and have free access to pencils with which they write their names and practice developing skills. They are keen to take part in planned activities such as exploring St David's Day when they sit together constructing paper dragons and colouring the flag of St David. Older children offer to help younger children and praise their work demonstrating that they have good social skills. They show concentration and persist with the tasks, sharing information about their day at school as they do so, showing the skills necessary for future learning. Children further extend the activity when they discuss the Welsh language. They are curious about linguistic diversity and accents from different parts of the United Kingdom. Children observe and take part in events within the wider community, such as fundraising projects. Children respond to familiar and understood boundaries in the home, such as not playing near the kitchen or stairs, or ball play indoors. They are encouraged to listen to each others opinions when disagreements occur and the childminder intervenes where needed to promote an agreeable outcome for all. Children are clearly helped to develop the habits and attitudes that will help them to develop 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

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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
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:	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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