

Inspection report for early years provision

Unique reference number	203169
Inspection date	08/03/2011
Inspector	Diane Turner

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.

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Description of the childminding

The childminder has been registered since 1997. She lives with her adult daughter in a modern terraced house in Ingatestone, Essex. The whole of the ground floor and the master bedroom on the first floor are used for childminding purposes. Toilet facilities are situated on the ground floor and there is a fully enclosed garden to the rear of the premises for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for four children under eight years at any one time, three of whom may be within the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. There are currently five children on roll, four of whom are within the early years age group. They all currently attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming environment where they are offered a suitable range of age appropriate learning experiences, including opportunities to explore activities on offer within their local community. Most of the required documentation is in place and is maintained effectively overall. Most conditions of registration are adhered to and systems are in place to track children's progress, however, these are not fully developed. Positive relationships are fostered with all parents, with effective communication ensuring that information about children's individual needs is shared appropriately. Satisfactory attention is paid to monitoring and evaluating the service to promote continuous improvement of a satisfactory level.

What steps need to be taken to improve provision further?

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

- ensure prior parental consent is obtained to administer non-prescription medication, such as pain relief. 22/03/2011

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

- ensure the record of children's attendance includes all the necessary detail
- develop further the system for monitoring and assessing children's progress in their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding children. She ensures they are cared for in a safe environment and is aware of her responsibilities in regards to child protection issues. For example, she is able to recognise the possible indicators of abuse and neglect and has information to guide her, should she need to refer a concern to the relevant authority. The childminder organises her home well. This enables the children to move about freely and to choose what they would like to play with from the toys and resources. The provision of furniture, such as a table and chairs at their height, enables them to reach activities comfortably. Clear written policies and procedures are in place to show how the service operates and most of the required documentation is available. However, the childminder has not obtained written permission from parents to administer non-prescription medication, such as pain relief, which is a breach of the welfare requirements. In addition, the record of children's attendance does not include their full name and at certain times the childminder also cares for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. Ofsted does not intend to prosecute on this occasion.

The childminder has satisfactory systems in place to monitor her service and shows some commitment to continuous improvement. For example, she has addressed the recommendations raised at her last inspection to improve the documentation and communication with parents and has introduced a system for recording children's development. She has identified that she would like to undertake a childcare qualification at Level 3 in the future to improve her knowledge and practice. The childminder pays satisfactory attention to promoting equality and diversity. For example, she gathers information from parents about children's individual needs before the placement begins and encourages children to learn about the diverse society in which they live through celebrating festivals, such as the Chinese New Year. The childminder communicates effectively with the providers of other settings that the children attend, to promote a shared approach to their care and learning. Positive relationships are fostered with the parents. They are asked to read through the childminder's portfolio which includes all the policies and procedures for the service and they can have copies of these if they wish. Contracts are drawn up as to the business arrangements and information about the children's day is passed on verbally, with parents also being offered this in writing via a diary.

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

The childminder has a sound understanding of how children learn and develop. She plans activities around topics that are of interest to the children, such as transport and she interacts well with them as they play. For example, encouraging their vocabulary as they play imaginatively with the cars and garage, asking them

questions about where they are going and what animals they will see, when they reply that they are going to a farm. The children clearly feel at home in their environment. This is particularly evident as they confidently extend their imaginative play out into the hallway and as they independently make choices from the toys and resources. The children welcome the childminder's involvement in their play, giggling with delight as they pretend to be the wind and 'blow' her over.

The childminder provides worthwhile opportunities for the children to learn about their own community and to join in with activities that are on offer within this. For example, they attend the local toddler and childminder group each week, where they learn to socialise with others and have opportunities to take part in group activities, promoting sharing and an understanding of other children's needs. The childminder uses praise effectively to acknowledge the children's achievements and this encourages them to have positive self-esteem and to behave well. The childminder keeps a learning journey for each child to monitor their progress, which includes photographic evidence and written comments relating to the activity depicted in these. However, she does not record what the children have achieved from the activity or identify the next steps in their learning to inform her future planning and encourage the children's progress.

The childminder provides opportunities for the children to develop their physical skills and to enjoy the benefits of fresh air. For example, they play in the well-resourced garden, visit the local park and make regular use of a soft play provision. Alongside these activities they are offered construction resources, such as building blocks and mark making activities to help them gain control of their small muscles. The childminder asks parents to provide fruit for the children's snack to promote their understanding of healthy eating and she ensures that the children sit at the table to eat to help them develop good manners. The children are taught the importance of hand washing after personal care, which helps to prevent the spread of infection and they learn to follow safe and responsible practices. For example, the childminder reinforces the importance of road safety as the children play with the cars and road mat and she explains the importance of tidying away the toys after use to prevent trips and falls. The childminder practises the emergency evacuation procedures for the home with the children regularly and they confidently act these out in their play. For example, pretending there is a fire in the kitchen and driving their fire engine to the scene to put it out.

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	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

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met