

Inspection report for early years provision

Unique reference number	510224
Inspection date	15/03/2011
Inspector	Doreen Forsyth

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 registered in 1995. She lives with her husband and their two adult children in a semi-detached home in Thatcham, West Berkshire. All of the home may be used for childminding. There is an enclosed rear garden available for outside play. Shops, parks, a library, toddler groups, children's centre and other amenities lie within walking distance of the home.

The childminder is registered on the Early Years Register, and on the voluntary and compulsory parts of the Childcare Register to care for up to six children under the age of eight; of these three may be in the early years age range. Currently there are three children on roll; they are all in the early years age range. The children attend on a part-time basis.

The family have pet guinea pigs, some tropical fish and a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and comfortable with this experienced childminder. The childminder is very aware that the children have individual needs and she endeavours to work with parents to meet them. The childminder is not very familiar with the Early Years Foundation Stage. She does not have appropriate child protection procedures in place which could result in children being at risk; she does not have a complaints procedure in place and although her home is suitably safe she does not carry out and record risk assessments. These are all breaches of the specific legal requirements of the Early Years Foundation Stage. The childminder has not yet put into place any systems for self-evaluation and assessment, which have led to these and other weaknesses not being identified. Until the childminder is aware of the requirements of the Early Years Foundation Stage she has a fairly limited capacity for improvement.

What steps need to be taken to improve provision further?

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

- implement an effective safeguarding children policy which includes the procedure to be followed in the event of an allegation being made against member of the household; ensure parents are informed of the childminder's safeguarding responsibilities (safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the childcare register)

31/03/2011

- implement a complaints procedure which includes an explanation to parents that they can make a complaint to Ofsted if they should wish (information and complaints) (also applies to the compulsory and voluntary parts of the Childcare Register) 31/03/2011
- keep 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 (provider's records) (also applies to the compulsory and voluntary parts of the Childcare Register) 31/03/2011

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

- reduce the risk of cross infection by ensuring the children have their own towels to use when hand washing
- link the weekly planning to the early learning goals to help ensure that all areas of learning are promoted
- put into place evaluation systems in order to identify all areas of practice for development and how these will be addressed, including a system to review policies and procedures regularly

The effectiveness of leadership and management of the early years provision

The childminder is very experienced and caring; she conscientiously ensures the children are kept safe and secure. She has some policies and procedures in place which she shares with parents, but others that are necessary to meet the legal requirements of the Early Years Foundation Stage and to protect the children are not yet in place. Although the childminder is confident that she keeps children safe, she does not have any child protection procedures to use if she has concerns about the children and she does not inform parents of her responsibilities regarding child protection. The childminder and her family have all been suitably vetted, she ensures that unvetted adults do not have unsupervised contact with the children. The childminder has current first aid qualifications.

The children play in a warm and welcoming environment. A wide range of appropriate resources are available to the children; these are kept in boxes in the lounge and are arranged so that the children can easily select what they wish to play with. Other toys are stored in the shed and are regularly rotated, or the children ask for different toys and go with the childminder to find them. The childminder's home is kept safe she has eliminated most potential hazards to the children; but the childminder has not carried out and recorded risk assessments of her home, garden and any regular outings they undertake, to completely ensure the children's safety. When the weather is suitable the children play in the enclosed rear garden.

The childminder welcomes and values all children whatever their backgrounds or abilities. She works with parents to ensure that any individual welfare needs the

children have are well met. Parents are verbally informed about the children's progress and achievements and activities. They are not informed by the childminder about the procedures they could follow if they have any concerns or complaints about the service she provides. However, a parent commented at inspection that she is very happy with the service provided and how well the childminder works with her to meet her child's needs. Some of the children attend local pre-schools, but although the childminder exchanges verbal information about any concerns, they do not share information about the children's progress towards the early learning goals to help promote the integration of learning and care.

The childminder recently obtained paperwork for self-evaluation but has not yet put any appropriate systems in place. She understands that she is required to meet the legal requirements of the Early Years Foundation Stage but as she does not have a copy of this document she is unable to assess if she is promoting the outcomes for children sufficiently well or put realistic plans in place for future improvement.

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

The children play contently with the good range of toys that the childminder provides for them. Each week the childminder plans varied and interesting activities, these include craft and creative play, outings and opportunities for physical play. Once a week the children attend the nearby library with the childminder, they select books that tie in with the weekly topic that the childminder plans. For example, last week they explored animals, this week the children are learning about St Patrick's day and 'red nose day' and exploring the colours red and green. These topics are used to plan activities to help children move toward the early learning goals but the childminder does not link the planning closely enough the early learning goals to ensure that she promotes all of the areas of well. The childminder is recording and assessing the children's progress so that she know where they are in their learning, parents are able to see these records.

The children are beginning to learn about keeping themselves safe; for example they take part in regular emergency evacuation procedures and learn about why they have to leave the home in an emergency. When they are out and about they discuss road safety with the childminder. The childminder makes sure children have good opportunities for fresh air and exercise, they walk to school and pre-school, use local parks and often visit the nearby 'discovery centre' which is a wildlife conservancy area. Here the children can use large more challenging climbing resources, feed the ducks and learn about wildlife. They also visit other childminders and attend a toddler group. All these activities help the children to learn about their local community and to interact with other adults and children, developing their social skills. The childminder provides healthy snacks and ensures the children can freely access drinking water. Parents provides packed lunches and in their topic work, the children learn about healthy eating. The children are helped to follow good hygiene routines such as washing their hands after using the toilet, but they share a hand towel which could pose a risk of cross infection.

The children feel safe and secure in the childminder's care and enjoy sitting on her lap for comfort and affection especially when reading books.. They behave well and are learning about sharing and taking turns. Through the resources they use and some of their activities such as marking special events for example, Chinese New Year and Easter, they learn about diversity and the wider world. The children enjoy books and stories, the childminder fosters the children's language development and questions them well encouraging the children to think. She helps the children to make some choices about their learning and activities and develop some of the skills they will require in their future learning.

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	4
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	4
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	2
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 (arrangements for safeguarding children) 31/03/2011
- take action as specified in the Early Years section of the report (procedures for dealing with complaints) 31/03/2011
- take action as specified in the Early Years section of the report (suitability and safety of premises and equipment) 31/03/2011

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 above (arrangements for safeguarding children) 31/03/2011
- take action as above (procedures for dealing with complaints) 31/03/2011
- take action as above (suitability and safety of premises and equipment) 31/03/2011