

## Inspection report for early years provision

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<b>Unique reference number</b>	403458
<b>Inspection date</b>	25/03/2011
<b>Inspector</b>	Sharon Dickinson
<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 1991 and lives with her husband in a semi-detached house on the outskirts of Mansfield. All areas of the ground floor are used for childminding purposes, as well as the bathroom and back bedroom on the first floor. Access to the home is via a small step and the first floor is accessed via a flight of stairs. There is a fully enclosed garden available for outside play. The family have three dogs which they breed. The dogs are kept outdoors in their own contained area.

When working alone the childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. When working with an assistant she is registered to care for a maximum of nine children under eight years at any one time, no more than six of which may be in the early years age range. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding seven children on a part time basis, four of whom are in the Early Years Foundation Stage. There are partnership arrangements in place with the local schools and other early years settings that children attend. The childminder is a member of the local Childminding Network and the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of each child's individual needs and successfully promotes their welfare and development. Children are safe and secure and thoroughly enjoy their play and learning. An exciting range of age-appropriate play activities and first hand experiences are planned. Partnerships with parents and in the wider context are positive and benefit children's welfare and developmental progress. The childminder is beginning to use self-evaluation to identify areas for development and ensure that the provision for children is continually improving.

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

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

- keep a written record of risk assessment including aspects of the environment that need to be checked, the regularity of these checks and when and by whom they have been checked (Suitable Premises, environment and equipment).

08/04/2011

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

- develop further written records of medicines administered to children to ensure they consistently include dates.

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

The childminder has a clear understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures. She is aware that all adults who are in the household or who have unsupervised access to children are appropriately checked and the provision is organised to ensure that children are closely supervised at all times. The home is welcoming and child orientated. It is well organised and gives the children opportunities to become independent. For example, children freely access the low level storage and furniture to support their play and choices. Risk assessments for the home and outings are undertaken so that any hazards are identified and minimised. However, ongoing checks are not recorded to confirm that they have been completed. This is a breach of a specific legal requirement. The childminder is committed to ongoing training and has attended various courses, including first aid and inclusion support, helping to maintain children's welfare and safety.

Useful information is exchanged at the start of a placement to ensure the childminder is aware of parents' wishes and children's individual needs and capabilities. The childminder builds close relationships with parents and keeps them fully informed about the child's well-being and what they have been doing through discussion and observation logs. Partnerships in the wider context are good. The childminder is proactive in building relationships with other people involved with the children, providing a complete picture of the child and supporting continuity of care. For example, following a discussion with the nursery teacher about supporting children with letter sounds the childminder purchased a range of phonics books. These books have supported the children's learning both within the setting and also at home as they have been loaned out to families. The childminder effectively promotes equality and diversity. The needs of each child are carefully considered by the childminder, all children are fully integrated within the provision and any additional needs are well-supported.

A range of policies and procedures underpin the childminder's practice well and are shared with parents on entry. Overall, reliable systems are in place for the maintenance of records that support the care and welfare of children. Written parental consent is sought prior to the administration of any medication and parents are informed of medicines given. However, dates are not consistently recorded on medication records, potentially compromising children's welfare. The childminder has started to make effective use of self-evaluation to identify her strengths and weaknesses. She actively seeks the views of children and parents to reflect upon her practice through ongoing discussion and regular questionnaires. Parents are complimentary about the care provided for their children.

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

The childminder is warm and welcoming to the children. She has a good understanding about how children develop and how to deliver the Early Years Foundation Stage in order for children to progress well. A broad range of resources are available, both indoors and outside, which are set out so that children can make independent choices in what they do. The childminder observes and assesses children's learning to monitor their progress towards the early learning goals. She uses the information obtained from observations to skilfully plan for children's next steps in learning, ensuring activities are suitably challenging for children and tailored to their interests. Overall, a good balance of adult-led and child-initiated activities are delivered through a fun and spontaneous curriculum. As a result, children demonstrate positive attitudes towards learning and are keen to participate.

Children's communication skills are firmly developed through general discussion and enjoyable activities, such as sharing favourite books and stories. Older children are articulate and use a wide range of vocabulary. A three-year-old describes how she is making 'antennae' for her butterfly and goes on to explain that they are the butterfly's eyes. Frequent opportunities for mark-making are provided as children label their art work, chalk on the walls outside and use tools to make patterns in play dough. Older children are beginning to recognise familiar letters. This is effectively reinforced as they spell out their names, with the childminders support, using play dough. Children have regular access to creative activities, such as painting, drawing and collage. They particularly enjoy role play and ample resources, such as nurses outfits, a doctors set and dolls are provided to support and extend their imagination.

Basic mathematical concepts are introduced through practical and meaningful activities, such as weighing the newborn puppies and maintaining a chart of their progress and development. Children learn about feelings and emotion as they celebrate the birth of the puppies and also discuss and accept how they will soon be sold and go to live in their new homes. The children's knowledge and understanding of the world is increasing as they access resources that reflect positive images, which the childminder uses to talk with the children about respecting differences. Various seasonal and cultural celebrations are also recognised. Children made dragon puppets for Chinese New Year and attended a Christingle service for advent. Children regularly visit the childminder's allotment and plant courgettes and broad beans, helping to develop their awareness of the natural world. They develop self help skills as they independently put on their shoes for outdoor play and cut up fruit for snacks under close supervision of the childminder.

The good health and wellbeing of children is well promoted. Consistent and effective hygiene routines help prevent the spread of infection. For example, children are reminded to wash their hands before eating snacks. They know that this is important because 'germs might make you feel poorly'. Areas used by the dogs are routinely disinfected and hosed down throughout the day and checked

prior to use by the children. Children develop a positive attitude to healthy eating as they are provided with a varied and nutritious diet. Daily opportunities are provided for outdoor play and fresh air. Children benefit from regular outings and develop their understanding of the wider community through trips to the park, library and visits to local toddler groups to socialise with a wider group of people. Children are taught about safety issues as part of the daily routine. For example, they regularly practise the emergency evacuation procedures so they are fully aware of what to do in the event of an emergency. The childminder promotes positive behaviour by using effective strategies. Children's confidence and self-esteem are fostered because the childminder frequently praises them and is sensitive to their individual personalities. Reward charts and stickers are used to recognise achievements. Consequently, children behave well.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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:

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:

- devise and 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 (CR2.1) (also applies to the voluntary part of the Childcare Register) 08/04/2011
- devise and implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (CR7.1) (also applies to the voluntary part of the Childcare Register). 08/04/2011

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 compulsory part of the Childcare Register (CR2.1 and CR7.1). 08/04/2011