

Inspection report for early years provision

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Inspection date	22/02/2011
Inspector	Rachel Ayo
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 1989. She lives with her husband and their adult daughter close to Barnsley town centre in South Yorkshire. Local amenities include schools, nurseries, parks and a library. Shops and public transport links are close by. The whole ground floor of the property is used for childminding purposes along with a first floor bathroom. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently caring for one child in this age group. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and there are currently five children attending within this age group. The childminder attends local groups during the week and takes and collects children from nursery and school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development is promoted suitably, although, certain requirements are not fully met. Children are kept safe and secure and develop security as a result of the positive relationships established with the childminder. There are generally appropriate systems for partnership working with parents and other providers in order to meet children's individual needs and promote inclusion. Areas for future development are suitably identified through appropriate self-evaluation systems in order to continue to improve 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:

- ensure there is a first aid box with appropriate content to meet the needs of the children (Safeguarding and promoting children's welfare). 08/03/2011

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

- establish children's starting points, in conjunction with parents, develop systems for monitoring the provision to ensure there is a broad and balanced curriculum and no gaps in children's learning and further extend partnership working with other providers

- improve hand washing routines before children eat in order to fully minimise cross-infection
- review the organisation of toys to ensure that there is a greater range set out for children to freely access and make choices and take further decisions.

The effectiveness of leadership and management of the early years provision

Most policies and procedures that ensure children are safeguarded are in place. For example, the childminder is aware of possible signs or symptoms of abuse or neglect and of her responsibilities to pass on such concerns inline with her Local Safeguarding Children Board guidance. However, she has not fully followed the correct procedures for notifying Ofsted of household members, previously vetted, moving out and then moving back in order for new checks to be initiated. This is an offence unless the childminder gives a reasonable excuse. On this occasion, she did so and Ofsted does not intend to take any further action. Hazards indoors and outdoors are identified and minimised effectively to promote children's welfare. For example, cleaning materials are inaccessible, a safety gate prevents access to the stairs and the childminder is vigilant in checking visitor's identification and ensuring they sign in and out. The premises indoor and outdoor are well-secured to keep children safe.

Most accident and illness procedures are implemented appropriately, although, the childminder does not have a first aid kit with appropriate content to meet the needs of the children. This is a breach in requirements. All record keeping systems are maintained well and are organised effectively to ensure they are kept up-to-date and readily available. There is an adequate range of suitable and safe furniture and equipment. The childminder suitably promotes equality and diversity. She gathers appropriate information from parents to enable her to meet children's individual needs. However, there are insufficient resources and activities provided to help children learn about diversity.

The childminder has suitable systems for reviewing her practice, for instance, linking with support workers and completing the Ofsted self-evaluation form to identify areas for development, such as, improving outdoor activities using suggestions from the children. The childminder keeps mandatory training up-to-date and has accessed additional courses in safeguarding, health and safety and food hygiene. In addition, she has recently attended training as part of a childminding conference. The childminder has addressed most recommendations raised at the previous inspection and she explains that she has also introduced a healthy eating policy and has obtained her local authority nutrition guidelines to support this.

The childminder appropriately works in partnership with parents. Policies and procedures are shared before placement along with other aspects of the provision and a daily diary is used for ongoing communication along with a wide range of displayed information. Children's profiles are readily available to parents and the childminder verbally informs them of any new achievements and their child's next steps. The childminder observes letters displayed at other settings and has friendly

chats with children's key workers. Although, she does not exchange information about children's development, in order to ensure a coherent approach.

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

Children are happy and well-settled in an adequately organised environment where the majority of resources are stored in an outdoor shed. Children can select a toy from this and the childminder sets out some activities and resources in the kitchen which satisfactorily sustain children's interest. However, the range is limited which means that children's independence and ability to make choices is not fully supported. Children make satisfactory progress, as a result, of the childminder's adequate observation, planning and assessment systems. She informally plans a range of activities, reflected in individual development profiles which show regular observations of the children. For example, children bake, explore dough, play in the snow, take part in planting and growing and dress up. The childminder, however, has no systems for establishing children's starting points inline with the expectations of the early learning goals or for monitoring her educational provision. This impacts on her ability to ensure that she is helping children to make optimum progress and identify any gaps in their learning.

Children clearly enjoy engaging in the painting activity as they competently use the paintbrush to make a range of marks. After finishing their picture, they play imaginatively with the role play kitchen readily bringing adults a plate of play food and pretend cup of tea. The childminder uses adequate questioning and levels of challenge with the children, for instance, as she talks to them about colours as they paint. As they engage in small world play with the emergency trucks the childminder talks about the ambulance and its purpose. She engages children in the magnetic letter board encouraging children to link sounds to letters as she helps them to spell different words, such as, 'mummy' and find the letters in their name. As children complete puzzles, the childminder introduces mathematical language and shows them the correct way to fit the pieces of puzzle in the tin for it to fit. The childminder uses suitable positive reinforcements, such as, praise and encouragement, to help children learn about appropriate expectations for their behaviour, for example, when they help to tidy up toys. She adequately helps them to learn about keeping safe by talking about road safety and explaining why they must not run around inside.

The childminder mostly implements appropriate hygiene routines to minimise cross infection. For example, she has completed actions set by environment health following a visit, such as, obtaining a fridge thermometer and she monitors her own practice against the 'Safer Food, Better Business' document. However, children do not consistently wash their hands before eating. The childminder provides mainly healthy foods which incorporate homemade meals and a range of fruit and vegetables. Children also have ready access to their individual drink to ensure they remain hydrated. Children have regular access to fresh air and exercise as they visit local playgrounds, soft play areas and take part in general

walks where they look at aspects of nature, such as, the trees, birds and stones.

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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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