

## Inspection report for early years provision

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<b>Unique reference number</b>	252850
<b>Inspection date</b>	14/03/2011
<b>Inspector</b>	Patricia Webb
<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 has been registered since 1994. She lives in Kirkby-in-Ashfield in Nottingham with her husband, two adult children and a teenaged daughter. The whole of the ground floor of the home is used for childminding with toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play laid out to artificial turf, decking and a paved patio. The family has two dogs.

The childminder is registered to care for a maximum of six children under eight years of whom three may be in the early years age range at any one time. There are currently 15 children on roll, eight of whom are in the early years age group. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds a Level 3 Qualification in Early years childcare and education and is a member of the local childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a homely environment where children can relax and enjoy their activities at ease. They are making steady progress in their development and learning supported by a caring and experienced childminder who enjoys the role she plays in their early lives. She is committed to ongoing improvement, having achieved a Level 3 Qualification in Early years childcare and education since her last inspection. She has not fully developed the evaluation process as a means of assessing the implementation of the Early Years Foundation Stage. As a consequence, there are some gaps in legal requirements with regard to safety and documentation.

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

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

- maintain a record of the risk assessment clearly stating when it was carried out and by whom, date of review and any action taken following a review or incident (Documentation) 28/03/2011
- take action to identify and minimise risks to children with particular regard to the vertical blinds cords and mouthwash in the bathroom (Suitable premises, environment and equipment; also applies to both parts of the Childcare Register). 28/03/2011

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

- promote a shared understanding of involving parents in practical ways to support their child's development and progress
- develop the system of self-evaluation as a reflective process to identify key strengths and priorities for further improvement that will enhance the quality of provision for all children
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in children's developmental progress

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

The childminder has a sound knowledge and understanding of the safeguarding children procedures. She is aware of the known signs and symptoms of abuse and neglect and parents are fully informed of her duty of care to act in the child's best interests at all times. All adults in the household have appropriate background checks carried out by Ofsted to ascertain their suitability. The childminder carries out daily visual risk assessments in the home and talks to children about their safety on and off the premises. She has not, however, kept a record of the main risk assessments and this oversight is a breach of legal requirements. Whilst the childminder is diligent in her supervision of the children, some hazards are evident and have not been fully addressed, hindering children's overall safety. For example, cords from the vertical blind hang down within children's reach and bottles of adult mouthwash are within children's reach in the bathroom.

The childminder is highly organised with regard to preparing for the arrival of children each day. Her home is clean and well-maintained and affords children opportunities to engage in active play in the kitchen-diner or rest and relax in the lounge as they choose. The rear garden has been well-planned to enable all children to access the play space with ease and the use of artificial turf means that the area is kept clean and hygienic for children to play. Respectful partnerships are fostered with parents and carers with verbal discussions held daily to keep them informed of their children's progress. Some parents appreciate the daily diaries the childminder keeps, outlining the child's routine and some aspects of each child's development and learning. The childminder endeavours to work with parents regarding their children reaching developmental milestones. However they do not always engage actively in children's progress, hindering how next steps in their development can be discussed and acted upon in order to promote independence. The records of children's observations and assessments are in their infancy and do not fully reflect the way in which the childminder uses children's attainment to plan effectively for the next steps in their development. She is able to articulate the progress of most of the children with confidence, calling on her knowledge of child development, gained from her role as a mother and her recent childcare training, to meet children's needs. She is aware of forming effective working relationships with other providers and settings children may attend and takes parents wishes into account when preparing to implement such systems.

The childminder welcomes all families to her setting taking time to discuss children's routines and care needs. She promotes equality and diversity well, with

children accessing a varied range of resources that promote positive images of diversity. Children also become aware of differences in society as they visit local venues and groups and use amenities, such as, the library for stories and art and craft activities.

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

Children form positive friendships with the childminder and each other in the home. They benefit from the organisation of the childminder as she is aware of how routine and consistency help children feel secure and settled. The childminder relishes the time she spends interacting with the children encouraging them to develop skills for the future. Walks to and from school and the park are used effectively to encourage their awareness of their environment, particularly when linking this activity to number recognition. For example, they count the wheels on the many different vehicles they observe and sing along to number rhymes, such as, 'Five little ducks' with gusto when feeding ducks.

Children make choices about their play selecting from the range of resources and toys rotated regularly by the childminder. The childminder recognises the importance of offering young children social opportunities and so they meet up with other childminders regularly for music and movement activities and art and craft sessions, developing their creativity. Language development is encouraged as the childminder paraphrases their conversations in order to promote pronunciation and sentence forming. Puzzles provide opportunities for sorting, matching and recognising colours and small world play encourages awareness of size, shape and matching. Children gain an awareness of the differences in society as they celebrate some familiar festivals and try foods from different cuisines. They have experience of hearing some different languages, such as, French when attending some groups and discussing living in different countries.

The childminder is keenly aware of promoting children's health through employing effective routines to reduce the risk of the spread of infection. Children use disposable towels and wet wipes and the childminder reinforces their understanding through discussion and offering her own practice as a positive role model. Children enjoy home cooked meals that take account of their dietary needs and preferences. The childminder prepares these prior to children arriving and all fresh ingredients are offered. The childminder uses her mantra for encouraging children to eat healthily encouraging them to 'eat the foods that make them grow; then they can have the foods that make them smile'. Children develop an understanding of safety as they participate in regular evacuation drills and learn about the need to 'drop and roll' in the event of a fire. They are being reminded about being kind and careful when the young puppy is around. They are also developing an awareness of caring for their environment as they discuss recycling and participate in some gardening when visiting some activity groups.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	3
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:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment). 28/03/2011

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 specified in the Early Years section of the report (Suitability and safety of premises and equipment). 28/03/2011