

Inspection report for early years provision

Unique reference number	EY349257
Inspection date	31/03/2011
Inspector	Sandra Hornsby

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 was registered in 2007. She lives with her partner and two children aged five and six years in a village close to Ely, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time and full-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and content in the care of the childminder. Children make some progress as the childminder is beginning to use observations of children's achievements to plan activities to help them to have fun and learn. Parents are informed about what their children are doing and the childminder obtains information about their routines. The childminder has started a self-evaluation of her practice and feels she wants to improve and develop her service.

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 and procedure, it must include the procedure to be followed in the event of an allegation being made against a member of the household (Safeguarding and promoting children's welfare) 26/04/2011
- maintain 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 (Documentation). 26/04/2011

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

- develop systems to share information about children's individual learning and development when children attend more than one setting to ensure continuity
- work in partnerships with parents, sharing information and involving them in

- their child's continuous learning and development
- improve the observational assessment systems and devise next steps in children's learning to enable children to make good progress towards the Early Learning Goals
- improve the system for self-evaluation to promote future development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates she has a basic knowledge of the signs and symptoms of child abuse and is basically aware of the action to take to protect children if she has concerns. However, she is not clear what the Local Safeguarding Children Board procedures are or fully conversant with the procedure to take in the event of an allegation being made against her or household member. As a consequence, she is not meeting her legal and regulatory duties to protect children. The childminder helps children feel safe by, for example, talking about fire evacuation and keeping safe around water in the park. The environment is kept safe as the childminder visually risk assesses everyday. However, risk assessments have not been recorded and reviewed to ensure children remain safe and hazards continue to be identified, this is a breach of a legal requirement. Written risk assessments for outings undertaken are in place and keep children safe.

The childminder has a set of policies that cover all aspects of her service and these are shared readily with parents. The childminder exchanges information with parents on a daily basis verbally about their children but is not showing them the records she keeps on their children's development. Parents are given the policies when they start to keep them informed and are encouraged to share details about their children's needs, likes and interests. Systems are not yet in place to share information about children's learning and development when they attend other settings to ensure continuity. However, the childminder is aware of the benefits of this cohesive working relationship.

Resources are organised at a low-level to enable younger children to access a selection of equipment independently. Child-sized furniture is available for children to use. The childminder has some resources which reflect our diverse world and she introduces topics and activities about the wider world. Children attend groups and enjoy the company of other children where they learn social skills, sharing and turn taking.

The childminder has undertaken a self-evaluation of her provision and since the last inspection addressed the recommendations. She has generally identified areas for development and has implemented a training programme. Although she has overlooked some aspects of her childminding, she understands she need to prioritise these and is keen to develop her service.

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

The childminder demonstrates a basic knowledge with regard to the learning and development and welfare requirements. She offers children an adequate range of resources and experiences that meet their needs, including, puzzles, dolls, books, paper and crayons. Children use the equipment freely and enjoy listening and watching the television. Planning for the children is flexible and not organised specifically around the individual children's needs. Children enjoy the freedom to move the equipment around the room, they enjoy the caring and kind disposition of the childminder as she engages them with eye contact and asks them simple questions. Younger children make themselves understood and the childminder responds to their needs kindly. Children are observed in their play and the childminder is aware of what children enjoy and how they are generally progressing. However, planning is limited and children's starting points are not obtained. The childminder is not currently using observations to devise next steps to plan for children's future learning needs. This means play opportunities do not always enable children to progress as well as they could.

Children's health is generally promoted as they go out for walks every day to school, they attend groups and this gives children an opportunity for fresh air and exercise. Children follow satisfactory hygiene procedures, such as, handwashing and the childminder uses gloves and disposes of dirty nappies to prevent the risk of infection. Children's food is supplied by parents, but they are helped to understand the benefits of healthy snacks. A fire evacuation is in place and, although children do not practise it, they talk about what to do. This helps children learn what to do in the event of a fire or emergency. Children have positive healthy relationships with the childminder where they receive praise and encouragement which supports their self-esteem. They are generally learning to be independent and form relationships with their peers and so are learning skills for the future.

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	4
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	4
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