

Inspection report for early years provision

Unique reference number	EY411890
Inspection date	13/04/2011
Inspector	Glenda Pownall
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 2010. She lives with her partner and child who is aged two years in Chesham, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has two Staffordshire bullterrier dogs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child full time in the early age group and one older child. The childminder is not registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children appear to feel safe in the childminder's care. This is because the childminder provides a caring environment for them to play in and has a sound understanding of how to meet their individual needs. There are breaches of requirements with regard to the security of the premises and documentation. Aspects of risk assessment, fire safety procedures, resources and the observation system are areas for development. The childminder plans to attend training to benefit children's welfare and learning.

What steps need to be taken to improve provision further?

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

- take steps to prevent intruders entering the premises, with particular regard to the rear entrance (Safeguarding and promoting children's welfare) 13/04/2011
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance, with regard to recording actual arrival and departure times of children (Documentation) (also applies to both parts of the Childcare Register). 13/04/2011

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact, with particular regard to the supervision of

children and dogs

- consider carrying out regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved
- review how resources are stored and presented to ensure that children can select and use them independently
- plan to carry out and analyse observations as part of the daily routine, to help plan the next steps for individual children's learning, and provide regular opportunities for parents to add to records.

The effectiveness of leadership and management of the early years provision

The childminder has a generally sound understanding of the procedures necessary to safeguard children and demonstrates a secure knowledge of the child protection procedures. She has devised a number of written policies to support her in maintaining children's safety. The childminder identifies most hazards in her home and puts safety measures in place to reduce risks to children's safety. However, there is a potential risk to children with regard to unwanted people accessing the house. This is because the childminder leaves the back door unlocked and open and other people have access to the road and their own properties through the childminder's garden. The childminder has not considered, as part of her risk assessment, the very short times she occasionally leaves children unsupervised with the dogs such as when she pops into the garden to collect resources. This does not consider fully children's safety. The childminder has devised a procedure to follow in case of fire but she does not follow the good practice of practising fire drills with children to help them understand what to do in the event of an emergency evacuation.

All required information and consents are in place from parents to support the childminder in meeting the individual needs of children. The childminder records the contracted hours some children attend in the daily register and sometimes she records this in advance. This does not ensure there is an accurate record for future reference of when children are in the care of the childminder. The childminder is beginning to put systems in place to monitor the effectiveness of her practice. She has taken some steps to meet the recommendations made as a result of the recent environmental health visit. The childminder assesses the activities she provides to ensure that children are interested in them. She also asks parents for feedback on her service. The childminder intends to attend training courses on child development and food hygiene in order to increase her childcare knowledge and improve outcomes for children. There is a suitable range of resources to support the current children. The resources are generally accessible to children as they are stored at low level but they are stacked into large storage containers. This makes it difficult for children to see and select resources independently without emptying the contents of the boxes all over the floor.

The childminder discusses her policies with parents and follows the good practice of providing them with copies so that they can refer to them at any time. She provides verbal feedback each day to keep parents informed about their children's routines and activities. She invites parents to share observations of what children can do at home and then provides activities to complement this. However, the childminder does not fully involve parents in children's learning as she does not

incorporate the observations from parents into the learning journals or share this document with parents. Parents are happy with the childcare the childminder provides. They particularly like the opportunities their children have to socialise with other children at the toddler groups they attend with the childminder. There are appropriate procedures in place to work in partnership with other settings that children may attend if the need arises.

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

The observation and assessment systems are in the early stages of development. The childminder is observing children although this does not yet form part of the daily routine. She records the observations in a learning journal and is beginning to analyse some of these to plan next steps in children's learning. The childminder generally provides effective support to help children make progress in their learning. She plans a variety of activities that interest children and meet their needs. As a result, children develop suitable skills to support their future learning. Children enjoy using books for pleasure. They sit attentively on the childminder's lap as she reads books. The childminder involves children in the stories by asking open-ended questions to make them think. Young children respond positively, for example, pointing to the ball, car and butterfly. The childminder uses children's interest in books to reinforce their awareness of numbers and shapes. Children receive praise as they repeat the shapes back to the childminder. Young children develop awareness of simple technology; for example, they push buttons to make the church bells ring and to hear sounds related to the story the childminder is telling.

The childminder generally supports children to adopt appropriate personal hygiene routines. She wipes young children's hands after they touch the dog and washes their hands before lunch. The childminder encourages young children to think about their own needs as she offers them regular drinks of water to prevent them from becoming thirsty. Young children go out in the fresh air each day to visit parks or the woods. They practise their running and climbing skills in the parks. In the woods the childminder encourages them out of the pushchair to explore the environment and to build up their stamina for walking.

The childminder generally gives children gentle reminders to help them think about their own safety. Young children appear secure in the childminder's care. They readily approach her for help and fall asleep while she gives them a cuddle. This indicates trusting relationships. Young children's sense of self-worth is promoted as they participate in planned activities to celebrate their own culture. Some activities such as outings in the local community develop their awareness of diversity. Children begin to understand agreed ways to behave as they help the childminder tidy away the toys on the floor before getting more toys out of the box. Overall, the childminder is consistent in her management of children and their behaviour. She is caring towards children and listens to them. As a result, young children generally play well with their friends and show concern for each other such as one patting the other's back to make them feel better.

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

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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:

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:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 13/04/2011
- take action as specified in the early years section of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register). 13/04/2011

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 the early years section of the report and for the compulsory part of the Childcare Register (Suitability and safety of premises and equipment, Records to be kept). 13/04/2011