

Inspection report for early years provision

Unique reference number	EY416423
Inspection date	20/04/2011
Inspector	Margaret Davie
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 2010. She lives with her husband and two year old child in Bracknell, Berkshire. She uses the whole of the ground floor of her house for childminding. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age at any one time, of whom no more than two may be in the Early Years age group, and of these no more than one may be under one year of age at any one time. There is no provision for overnight care. She currently minds four children in the Early Years age group, all on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a child-friendly environment and they enjoy the variety of activities which are provided to support their learning and development needs. However observations and assessments are not yet used as effectively as they might be to plan for their individual next steps. Arrangements to promote their safety and well-being are appropriate overall, but the childminder has not requested a required permission for medical treatment from all parents. She demonstrates a satisfactory capacity for improvement as she has addressed the recommendations made at her Registration visit, and begun to evaluate the effectiveness of her setting.

What steps need to be taken to improve provision further?

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

- Ensure written parental permission is obtained at the time of each child's admission to the provision, for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 20/05/2011

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

- develop the assessment systems further so that better use is made of the Early Years Foundation Stage 'development matters' guidance to identify children's next steps in learning and extend links with other care providers to promote consistency in the children's learning and development

- improve systems for keeping children safe by requesting parent's written permission to take them on routine outings
- extend self-evaluation in order to identify more accurately where systems need improvement to better meet children's needs.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of how to safeguard the children in her care. She has recently attended safeguarding training and demonstrates clear knowledge about the signs and symptoms of abuse, as well as how to contact the appropriate child agencies if she ever has a concern about a child in her care. All adults in her household have been checked to ensure their suitability. She supervises children at all times to make sure they are never left unsupervised with an adult who has not been vetted. She identifies and minimises risks in her home effectively by conducting risk assessments and daily checks. For example, a stairgate is used to prevent children accessing the steps. Most of the required documentation for the safe and efficient management of her setting and to promote the welfare of children is in place. However she did not realise that she should ask parents for their written consent to take children on routine outings. Additionally, she has not requested from all parents, their written permission at the time their child is placed with her, to seek any needed emergency medical advice or treatment. This is a breach of regulations.

The childminder has a reasonable understanding of her strengths and of future areas for development. She has taken appropriate action following her registration visit to make improvements to her setting such as obtaining a fire blanket for the kitchen, to further promote the safety of children. A questionnaire has been devised which she intends to ask parents to complete once her setting is more established. This will enable her to take their views into account when evaluating the effectiveness of her provision. She does not yet use sufficiently rigorous criteria to identify all areas requiring improvement, in order to better meet children's needs.

Equality and diversity is effectively promoted, overall. Children's development is generally well tracked to make sure they are making the expected progress given their capabilities. Resources and activities are provided which help them learn about the wider world and diversity/difference. Her home is well organised, very clean and well maintained and so provides a welcoming environment for children. A variety of toys are easily accessible on shelves and in open boxes in the playroom, allowing them to make choices for themselves and follow their own interests. She promotes children's understanding of sustainability well, for example by obtaining cardboard boxes from a local farm, which they use in their play. Parents are provided with daily verbal and written feedback and are therefore kept up to date with their child's day. Links with other settings attended by children (such as a nursery) are not firmly established, and as a result not effectively helping to promote consistency in the children's learning and development. across care-settings.

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

Children are beginning to show a good awareness of how to lead a healthy lifestyle. They are provided with a good role model by the childminder. They adopt good personal hygiene routines such as washing their hands after using the toilet and before eating. Nutritious meals and snacks are provided and children are reminded of the importance of having a regular drink on a hot day, to prevent them becoming too thirsty. They engage in a variety of activities both indoors and outdoors to promote good physical development and improve their understanding of the importance of regular exercise. For example, they skip indoors using the small skipping rope and develop their physical confidence as they visit local playgrounds, and access large play equipment such as slides and climbing frames. They show they feel safe and comfortable in the childminder's home, moving around confidently in her setting.

They gain an understanding of how to keep themselves safe as they practise the fire evacuation procedure and learn about road safety on outings, such as the importance of looking both ways carefully before crossing the street. They have a well developed sense of what is expected of them whilst in the childminder's care and follow simple house rules which reinforce their understanding of acceptable boundaries. For example, they are encouraged to respect the toys and equipment, and keep toys in good condition for others to use. They gain a good understanding of diversity as they play with toys which depict people from different cultures and races, and show physical disability in a positive way. Their understanding is further developed as they celebrate festivals such as the Chinese New Year. However, some required documentation to promote the welfare of children is missing and this has the potential to impact on their well-being.

Children make appropriate gains in their learning and development because they have access to a range of toys and activities which cover the required areas of learning. They also receive support and encouragement from the childminder. The variety of activities and support offered equips them appropriately with the skills they need for future learning. They develop their communication skills as they talk to the childminder and each other as they play. They are able to practise early mark-making in an enjoyable way as they chalk on the board and paint on the large sheet of paper in the garden. Following a recent visit to a farm, the children made a tractor out of cardboard boxes and the childminder explained words new to them such as, 'headlamps' to promote their language development.

Children explore their creativity as they listen to songs and participate in the actions. They role play with the dolls, and develop their imaginations as they change nappies and prepare them for feeds. Interventions from the childminder such as reminding them to 'be gentle' also provide good support for their understanding of the needs of others. Routine play is generally used well to support their basic skills such as counting and colour recognition. For example, when children enjoy an ice lolly the childminder asks them if they can name the colour. She then extends their learning as she asks them if they can name a fruit

of the same colour, and how it tastes using words such as 'sour' and 'bitter'.

The childminder has begun to develop an observation and assessment system to track children's progress and provide support for their future learning. She keeps records of their activities but these are not always linked to the appropriate areas of learning. Children's progress is generally tracked so that she has an overview of how well they are achieving and if there are any gaps in their learning and development. However, she does not use the 'development matters' guidance as effectively as possible to support her planning of each child's next steps in order to help them make as much progress as they can. Links with other settings attended by children are not sufficiently established in order to make sure she has a full picture of children's achievements to promote both progression and continuity in their learning and care.

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	2
The extent to which children make a positive contribution	2
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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