

Inspection report for early years provision

Unique reference number	EY423857
Inspection date	04/08/2011
Inspector	Alison Weaver

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 has been registered since 2011. She lives with her husband and three children aged one, three and five years. They live in a bungalow in a rural area in Newick. The majority of the property is used for childminding. Part of a fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to under eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered to provide overnight care for one child. The childminder attends local carer and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, engaged and have fun with the childminder in a caring, friendly, family atmosphere. They make good progress in their learning as the childminder plans and provides enjoyable activities that interest children but also help them learn and develop. Links with parents are positive although not fully developed with regard to involving them in their child's education. The majority of the required documentation to support and safeguard children's safety and welfare is in place and well maintained. In general, children's health is promoted appropriately although hygiene procedures are not always rigorous. The childminder has an accurate understanding of her strengths and weaknesses and takes effective steps to improve her provision for children.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of a child's admission to the provision, for the seeking of any necessary emergency medical treatment or advice in the future (Safeguarding and promoting children's welfare). 10/08/2011

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

- develop further opportunities for parents to be involved in children's learning and development

- improve hygiene practices with particular regard to snack times.

The effectiveness of leadership and management of the early years provision

The childminder shows a good overall understanding of how to safeguard children's welfare. She has a good awareness of possible signs and symptoms of abuse and neglect and is clear about her role in reporting any concerns she has about a child. She keeps her home safe and secure for children by carrying out effective risk assessments and daily safety checks. She takes appropriate action to manage and eliminate risks to children both indoors and outdoors. This results in children feeling safe and able to move freely and independently around the home without coming to any harm. Older children are encouraged to develop their own understanding of how to stay safe on outings as they practise crossing roads.

In general, the childminder ensures she has all the required documentation in place to support and safeguard children's welfare. Parents are made aware of her accident and emergency procedures but the childminder does not request written parental consent for the seeking of any emergency medical advice or treatment for their child to ensure she can act as needed in a medical emergency. This is a breach of a legal welfare requirement.

The childminder makes good use of the space and resources to support children's learning and to promote their independence. She ensures that resources are safe and suitable for the children present. Many of the resources are stored in low storage units so children can access toys independently. The childminder makes the conservatory play area interesting and attractive with posters and pictures. She is gradually increasing the resources that show positive images of diversity to help promote children's understanding of the need to value and respect differences in society. She takes positive steps to represent and acknowledge every child's background in her setting.

The childminder forms satisfactory partnerships with parents. They receive a wide range of written policies to read that reflect the childminder's procedures so that parents know what to expect. The childminder makes good use of introductory forms with new parents to gain helpful information about a child's individual needs and home background. This information is then used effectively to help a child settle, meet their needs and as a starting point for developing their learning. Parents expressed very positive comments about the childminder and felt well informed about their child's progress. They found the daily diary a helpful way of finding out about their child's day. However, the childminder is not fully exploiting the opportunities for parents to be involved in children's learning and to contribute to the assessment process. The childminder is aware of the need to also form positive links with other providers and agencies who share the care and education of children in order to promote continuity for each child and access the support they need to help them achieve.

The childminder demonstrates a strong commitment to continually improving her practices and outcomes for children. Since her registration, she has reviewed her

policies and made them more reflective of her own practices. She is in the process of reviewing and developing her use of other documentation so that used more effectively and fits in with her ways of working. The childminder is currently completing the required training course to develop her knowledge and skills. She also makes use of contact with other childcare providers to get their ideas and advice to help her make further improvements and benefit children.

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

Children happily leave their parents and settle quickly when they arrive at the warm, homely environment. They show they feel safe and secure as they soon leave the childminder's side to explore their surroundings. The childminder gives them the attention they need as they start to play with their favourite toys. Children are suitably challenged and stimulated by the use of these age and stage appropriate resources. The childminder interacts well with children to promote their learning and development as they play. She has developed good and effective systems for observing and assessing every child's individual progress. She uses the information she gains well to plan activities that help each child continue to make further progress in their learning and development.

Young children develop the skills they need for their future learning as they show an interest in their world. They reach out to feel objects and investigate things repeatedly, for example, using their fingers to turn the shapes on the frame to see what happens. The childminder talks to the children and encourages young babies to communicate using babbles and sounds. They watch her and copy her actions such as putting shapes in and out of the holes. They respond well to her and clearly form strong emotional bonds with her. Children smile and giggle as they play with her and show an interest in the book she reads. They beam at adults as they make strides in their physical development such as pulling themselves up to stand by the sofa. They have fun taking part in singing and action songs.

Children enjoy plenty of opportunities to play outdoors in the fresh air and to develop their physical skills. They also have times when they can rest and play quietly. The childminder promotes healthy eating in her childcare setting and drinks are easily accessible to children. However, the childminder is not always establishing good hygiene practices with the children, particularly at snack times, to begin to develop their awareness of the importance of a healthy lifestyle.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:

Met