

Inspection report for early years provision

Unique reference number	EY422767
Inspection date	12/08/2011
Inspector	Mrs Anne Archer
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 was registered in 2011. She lives with her partner and child aged one year in the village of Sawston in Cambridge. The whole of the childminder's house is used for childminding, with the exception of one bedroom on the first floor. The family has pet cat.

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 five children under eight years at any one time, no more than two of whom may be in the early years age group. She is currently caring for one child in the early years age group.

The childminder holds a relevant early years qualification to level 5.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and learning is satisfactorily promoted overall. The childminder shows a clear understanding of her responsibilities in relation to child protection and to keeping children safe, however, some required documentation is not in place. Partnerships with parents are supportive, enabling the childminder to meet children's individual needs well. The childminder has been minding for only a short time. She is aware that self-evaluation is important and has started to adopt a culture of reflective practice to support the development of her childminding provision. As a result, capacity to improve is good.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises including their hours of attendance (Documentation)(Also applies to both parts of the Childcare Register) 02/09/2011
- carry out a full risk assessment for each type of outing, taking account of the nature of the outing and review it before embarking on each specific outing (Safeguarding and welfare) 02/09/2011
- obtain written parental permission, at the time of each child's admission to the provision, for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare). 02/09/2011

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

- develop further the planning, observation and assessment systems to ensure they clearly support children's progress towards the early learning goals in the six areas of learning
- position the fire blanket more appropriately in the kitchen so that it is easily accessible in the event of an emergency.

The effectiveness of leadership and management of the early years provision

Children's welfare is satisfactorily safeguarded because the childminder is able to demonstrate an acceptable level of understanding of her responsibilities in relation to child protection. She is familiar with potential issues which may prompt her to respond by following the current advice of her local Safeguarding Children Board for recording and referring concerns.

The childminder has a clear procedure for checking the suitability of adults collecting children and for the supervision of the children in her care. She has a positive understanding of her responsibilities in relation to keeping children safe. She has completed a risk assessment of her house and garden and carries out daily checks to ensure anything that children may come into contact with remains safe. She has a suitable emergency evacuation plan and fire detection equipment is in working order. However, the fire blanket is not positioned so that it can be accessed easily in an emergency. The childminder closely checks any outing venues used by her and the children to ensure their safety. However, she does not keep a written record of these, as required by the Early Years Foundation Stage. She has all the necessary written policies and procedures which are shared with parents and keeps records for each child. However, the daily register does not include actual times of arrival and departure.

Children's health is reasonably well promoted as the childminder holds a current paediatric first aid certificate and has a first aid kit which is easily accessible. She has a clear procedure for caring for children who become unwell and to prevent the spread of infection. However, she does not have written parental consent to obtain emergency medical advice or treatment for the children which may affect the treatment they are able to receive in an emergency.

The effectiveness with which the childminder promotes equality and diversity is satisfactory. She seeks information from parents about children's welfare and developmental needs, including their culture, beliefs and ethnicity, and uses it to support the child. Behaviour management strategies are appropriate, consistent and are designed to have a positive effect on children's learning.

The childminder engages well with parents. She keeps them informed of their child's day through discussion and by sharing their learning journal and they are encouraged to contribute towards their children's records of achievement. The childminder has a sound procedure for exchanging information with other providers of the Early Years Foundation Stage and with other professional agencies who may from time to time support the children, however, these have not needed

to be used yet.

The childminder's premises are suitable for purpose and she offers a supportive environment by providing suitable, safe toys and equipment appropriate for the ages of the children attending. The childminder has been minding for just a few months and intends to review her policies and procedures periodically. She has started to reflect on her practice and is working through her local authority self-evaluation package to enable her to better support children's welfare and learning.

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

Children are settled and content and, with support, play with a wide range of toys. The childminder sets out a selection of toys and activities each day which she knows will attract their interest and support their development and learning. Other resources are stored close by and are easily accessible by the children.

As a relatively new childminder she is still developing her systems to improve outcomes for children in relation to their starting points and capabilities. She currently makes occasional written observations of the children at play but is not using this information or information she mentally notes while supporting the children, to plan activities to encourage progress towards identified early learning goals in all areas of learning.

Children begin to develop a sense of feeling safe and of how to adopt a healthy lifestyle through daily routines. They are beginning to understand about kind hands, when playing alongside another child, that it is not acceptable to throw toys and that they should move away from an opening door so they do not risk getting bumped. Children have access to a good range of outdoor toys and equipment on which they develop physical skills. They also enjoy visits to a local park to use larger apparatus to further support their health and development. They learn about adopting a healthy lifestyle as they are encouraged to take regular drinks of water to ensure they remain hydrated, particularly during warmer weather.

Children attend several groups with the childminder, which supports their social development. They enjoy action songs and games and listening to stories. Children engage in imaginary play, often pretending that one object represents another. They eagerly engage in activities which support the development of their senses and their understanding of different textures, and particularly enjoy throwing, rolling in and building with shredded paper.

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	2

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	2
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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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	3
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:

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 (Documentation). 02/09/2011

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 (Documentation). 02/09/2011