

## Inspection report for early years provision

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<b>Unique reference number</b>	EY418948
<b>Inspection date</b>	17/08/2011
<b>Inspector</b>	Jayne Rooke

<b>Type of setting</b>	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 husband and their children one nine-year-old and two 11-year-olds, in Long Eaton, Nottingham. The whole of the ground floor of the property is used for childminding. Toilet and hand washing facilities are downstairs and there is access to an enclosed rear garden for outdoor play. Supervised access to additional outdoor play space to the side and front of the property is also available. The childminder takes and collects children from local schools and pre-schools. The family has two dogs, a tortoise and hamsters.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently three children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five to eleven years. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

She is a member of the National Childminding Association and receives support from the local authority advisory service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a suitable range of play and learning experiences which support their learning in most areas. The childminder is beginning to use recognised observation and assessment information to support children's future progress. Children feel happy and settle well within this generally well-organised and inclusive environment. The childminder is developing trusting relationships with parents and other professionals to support children's individual needs. She is beginning to use self-evaluation systems well to guide and improve her practice. Most of the necessary records are maintained to ensure the safe and efficient management of the setting.

## What steps need to be taken to improve provision further?

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

- maintain a risk assessment of the premises to include all aspects of the environment that need to be checked on a regular basis and keep an accurate record of these checks (Suitable premises, environment and equipment) 31/08/2011
- maintain accurate records of children's hours of 31/08/2011

attendance (Documentation)(also applies to the compulsory part of the Childcare Register)

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

- clarify the allegations procedure in the written safeguarding policy
- improve the range of resources to support children's opportunities to develop positive attitudes to diversity and to meet the needs of all children
- improve the organisation of space to give scope for free movement and well-spread activities
- improve the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Satisfactory safeguarding systems exist to ensure children's safety and well-being is promoted. The childminder has attended basic safeguarding training to inform her knowledge and skills. She understands the signs and symptoms of abuse and knows who to contact if she has concerns about a child in her care. She keeps suitable records regarding children's well-being and has useful support networks to protect children from harm and neglect. She has a written safeguarding policy which guides her practice, but has not clearly identified the allegations procedure within this. However, this has minimal impact on children's safety overall, because the childminder clearly describes the procedure if this event occurred.

She conducts daily safety checks to ensure that children can play safely within her home and has safe procedures for outings. However, she does not maintain an accurate record of risk assessments of aspects of the environment that need to be checked on a regular basis, and of children's hours of attendance. This is a breach of the welfare requirements. Children understand how to keep themselves safe on outings, such as staying close to the childminder. She sensitively helps children to become aware of stranger danger issues and animal safety, through discussion and close supervision.

Children are welcomed into the childminder's home and their individual needs and routines are given due consideration, taking into account their background and lifestyles. There are some resources to represent wider world images, such as books and posters, and the childminder is beginning to plan for diverse festivals and events throughout the year. However, few images exist to fully enhance children's knowledge of equality and diversity. Children behave well most of the time and the childminder's interactions with them are positive, firm and consistent. This helps them to understand the needs and feelings of others.

The childminder is beginning to use recognised self-review systems to identify aspects of her practice that work well and areas that she wants to improve. Consequently, she is taking appropriate steps to improve all areas of her provision.

She is planning further liaison with schools and nurseries to support children's learning and to provide continuity of care. She is developing useful questionnaires to seek the views of children and parents about the care and service she provides. As a result, she responds appropriately to parents' suggestions to take children on more regular outings, especially during school holidays. She is keen to attend professional training courses to update her knowledge and skills. She currently holds relevant qualifications for first aid and to support children's care and learning.

The childminder provides an adequate range of toys and equipment for children to play with, such as construction toys, creative play and reading materials, however, there is currently a limited range of stimulating toys and equipment to suit all age groups. Planned activities do not always hold children's interest for sustained periods of time. This limits the levels of challenge and excitement for younger and older children. Children are guided towards different activities at routine times throughout the day. However, their free movement around the home is often unnecessarily restricted behind a number of safety gates. This minimises opportunities for children to make choices and decisions about their play and learning. Children have supervised access to the outdoor play areas and enjoy regular visits to the park for robust and active play.

The childminder is developing sound relationships with other childcare professionals so that supportive and consistent care is provided for each child. She is developing useful systems to share information with parents and other educational providers about children's care and learning. She is building successful relationships with parents and children so that they feel happy, comfortable and settled in her care.

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

Children develop satisfactory skills for the future because the childminder provides an adequate range of activities to help them reach some goals and achievements. Suitable observation and assessment systems are currently being developed to link their progress to the expectations of the early learning goals. As a result, children are generally engaged in enjoyable games and activities. For example, children are developing the skills they need to form positive relationships. They learn how to treat each other kindly and with respect, listening carefully to the childminder when necessary to resolve disputes between each other. They are beginning to find out about some aspects of their own community and the world around them through outings, picture books and educational television programmes. Younger children receive suitable levels of comfort and support, ensuring their care needs are met. They are provided with some opportunities to take part in creative and active play with others, developing their social and sensory skills. Children are mostly keen to take part in planned activities, using a range of craft materials to make masks. However, the limited levels of challenge and availability of additional resources for each age group, mean that children quickly become distracted from concentrated play. The childminder is developing sound planning structures to provide further activities of interest to children in order to support their continuing

progress towards the early learning goals. However, these are not yet fully effective in practice.

Children receive close attention from the childminder. She provides sensitive support to children with additional needs, seeking appropriate advice and guidance to support their learning and development. She guides children towards alternative activities when they become bored, seeking their views and opinions about what they want to do. Older children speak enthusiastically about their ideas for activities and look forward to forthcoming planned events such as the 'cook off' competition.

Children understand the need for safety rules, but have few opportunities to practice this due to the limitation to their movement around the home. Older children confidently describe how to cross the road safely when they are walking outside. They are beginning to develop sound awareness of healthy lifestyles. They know that fresh fruit and vegetables are good for them to eat. They have access to fruit and watered juice drinks at routine times throughout the day. They follow suitable health and hygiene routines when reminded, to wash their hands before lunch and use paper towels to dry their hands to prevent the risk of the spread of infection. Suitable arrangements for pet care and hygiene are in place and children enjoy caring for the family pets. They know that it is important to wash their hands afterwards so that 'germs don't make them poorly'. Children are physically active outdoors and rest and sleep according to their individual needs. This promotes their healthy growth and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 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). 31/08/2011