

## Inspection report for early years provision

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<b>Unique reference number</b>	EY280927
<b>Inspection date</b>	07/10/2011
<b>Inspector</b>	Diane Ashplant
<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 2004. She lives with her husband and two children aged 13 and 16 years in Audley, Newcastle-under-Lyme. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and she is currently minding three children in the early years age range. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She collects children from nursery and also takes them to local amenities and groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a welcoming family home where children's needs are appropriately met and all practice is inclusive. She has a generally sound understanding of how to support children's care, learning and development. The childminder has attended training to support continuous improvement although she has not yet implemented any real system of self-evaluation. She works in partnership with parents and has made some links with others to support outcomes for children. However, not all the required documentation for the efficient management of the provision is in place.

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

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/10/2011
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare). 28/10/2011

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

- extend the use of observation and assessment to identify learning priorities and plan relevant and motivating experiences for each child
- develop further a system of self-evaluation in order to identify strengths and weaknesses in order to maintain continuous improvement

- review action taken to protect children from sharp knives and ensure that for each type of outing a full risk assessment is carried out.

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

Children are safeguarded as the childminder has a suitable understanding of her role and responsibilities to protect children from possible harm or neglect and how to pass on concerns relating to children appropriately. She carries out other procedures to further safeguard children's welfare such as safe collection. She maintains a generally safe and secure environment for young children and is alert to most potential risks although action taken to protect children from sharp knives in kitchen drawers and to identify hazards for individual outings are not yet in place. Also, the childminder does not keep a record of her risk assessment which is a requirement and may mean that not all hazards are identified and therefore that children's safety is compromised. She is fully aware of the importance of ensuring all adults around children are either appropriately checked or fully supervised. She has attended some training to develop her knowledge and practice and to support continuous improvement although she has not yet properly developed any effective system of self-evaluation which means that not all areas for development are identified. Most documentation for the safe and efficient management of the setting is in place although written parental consent for acting in an emergency is not taken which may compromise children's welfare if emergency action is required.

The childminder provides a welcoming environment where children have access to different rooms and also a secure outdoor area to support their play. There is a suitable range of resources to cover all areas of learning and these are set out in accordance with children's preferences and abilities. The childminder liaises with parents at the start to find out about children's individual needs, for example, taking details of young children's daily routines. She has not yet cared for any children who have special educational needs and/or disabilities but she is aware of the importance of working with other professionals to support children's particular needs when the occasion arises.

Partnership with parents and others is encouraged to further support children's overall development. Information is exchanged both by written and verbal means and children's details and most written consents are taken at the start. A daily diary is completed by the childminder and exchanged weekly with parents so they are kept involved in children's activities and their general progress. The childminder is aware of the importance of making links with the wider community and so takes children to different early years groups and local amenities. She understands the benefits of liaising with other early years settings that children also attend to further support their development and ease their settling-in.

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

Children are happy and settled in the childminder's care where they engage in a variety of play and learning opportunities to promote their development. They move confidently around the setting and are learning about safety through clear guidelines such as to sit properly at the table or to walk sensibly when near traffic. Children's health is well promoted through daily routines like hand washing and regular walks in the local community. The childminder fully supports fresh air and exercise so children enjoy a regular session at 'boogie babies' or take part in energetic play in the garden to develop their coordination and physical skills. They enjoy a selection of nutritious home-made meals and healthy snacks, often visiting the childminder's allotment to pick plums or carrots and broccoli which they later eat. Children are encouraged to play well together by the clear and consistent reminders from the childminder which help them to understand how to engage with their companions, to take turns and to apologise when necessary. The childminder is aware of the benefits of children attending other groups and amenities in the community so they go to different toddler groups, to the park and to the library which extends their play and social opportunities. They engage in activities around different celebrations such as Chinese New Year to develop their knowledge of the wider world. They participate in craft activities involving painting, drawing and sticking both at home and at the groups.

The childminder provides a balance of children's choice and adult engagement, setting out different toys around the rooms and allowing children, on occasions, to select others from the shed they may enjoy. She enables them to initiate their own play, supporting and engaging them with ideas and suggestions to extend their learning. Children enjoy lots of imaginative play with dolls and small world figures, happily amusing themselves for some time. They mimic adult roles as they prepare food in the play kitchen or set the table for tea. Children are learning to problem solve as they try and assemble the train track or recognise the shapes they roll and cut from play dough, while numbers and colours are brought naturally into the daily routine. They are confidently developing their language as they engage in lots of conversation, sing songs and rhymes with the childminder and look forward to choosing books at the library. Children are developing a wonder of nature and a knowledge of the local community as they visit the local farm and excitedly recognise the different animals and the tractor and occasionally receive fresh eggs as a treat. They find frogs in the garden or learn how fruit and vegetables grow in the allotment.

The childminder knows what the children like to do and observes them as they play to develop a better picture of their learning and development. She takes photos to share with parents and also makes occasional spontaneous notes of particular achievements. However, her systems for monitoring and evaluating children's progress are in their early stages which means not all opportunities to fully maximise their learning or identify their next steps are being utilised or effectively shared with parents.



## 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

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

<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	2
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:

- make available to parents copies of written statements of safeguarding procedures and complaints procedures (Providing information to parents) 28/10/2011

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:

- make available to parents copies of written statements of safeguarding procedures and complaints procedures (Providing information to parents). 28/10/2011