

Inspection report for early years provision

Unique reference number	209584
Inspection date	05/10/2011
Inspector	Lynne Milligan
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 1993. She lives with her husband and one adult child in a detached house in Cheadle, Staffordshire. Local amenities, parks and schools are nearby. The whole of the ground floor is used for childminding and there is a fully enclosed rear garden available for outside play. The family has a pet cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group on a regular basis and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are receiving a good level of educational stimulation whilst in the care of the childminder as she exceeds the requirements for their learning and development. Partnerships with parents and other settings the children may attend are adequate and her steps to promote inclusion are satisfactory. The safety of the children is considered with simple procedures that generally protect them from harm. The childminder's ability to evaluate her progress is in its infancy and so she is able to demonstrate a sound capacity to improve.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for the seeking of any necessary emergency medical treatment (Safeguarding and promoting children's welfare) 21/10/2011
- conduct a risk assessment and review it regularly, making sure it is signed (Suitable premises, equipment and environment)(also applies to the compulsory and voluntary parts of the Childcare Register) 21/10/2011
- record the following information for each child in their care: full name; date of birth; the name and address of every parent known to the provider and which of these the child normally lives with including emergency contact details of the parents and carers (Documentation). 21/10/2011

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

- gain an up to date understanding of safeguarding children issues in order to implement appropriate procedures
- obtain written permission for children to take part in outings
- provide opportunities for children to learn about healthy lifestyles by encouraging regular hand washing before eating
- record, in a fire log book, details of fire drills carried out including any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Procedures that protect children from abuse are sufficiently understood by the childminder. Relevant documentation is kept to hand but the childminder's ability to fully understand all the procedures, such as those she would follow if an allegation was made against her, are weak. This may compromise children's safety. Steps taken to demonstrate those adults within the home are suitable are in place and are to hand should a parent request them. Safety measures within the home have been applied and are checked through the use of daily check lists. However, the written risk assessments have been incorrectly used for this purpose and therefore do not fully assess each room, the garden or the equipment and resources children may come into contact with. This is a breach of the regulation. Documentation held by the childminder is simple in its detail and only presented upon request. Details which include some children's registration records however, are not in place. Furthermore, there is no written consent from parents for the seeking of medical assistance in an emergency nor is there an agreement for her to take children on outings. This lack of attention to detail has the potential to impact on children's safety and is a breach of the regulations. The childminder adheres to robust sick child procedures which means there is no need for her to administer any medication. This helps to maintain children's health.

The childminder's understanding of how to promote equality and diversity is adequate. A basic range of resources are provided along with opportunities to access additional toys at the local library. Children are taken out regularly into their local community where they meet a variety of people, helping them to develop a sense of belonging. Any incidents of discrimination or racism is dealt with swiftly and sensitively, with attention paid to celebrating difference. Satisfactory partnerships with parents allow the childminder to build sound relations and develop trust and transparency. Information is verbally shared on a daily basis. Links with other settings, such as the nearby schools, build the childminder's ability to provide continuity of care. The childminder has begun to assess her strengths and weaknesses, considering how and when she may make any necessary improvements. As it is in its early stages she is yet to implement these changes but her attitude and approach ensure children's needs will be supported.

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

The childminder's ability to promote healthy lifestyles is sound. Parents provide all the children's food along with regular drinks that ensure children remain hydrated. Healthy snacks are mostly offered but children do not have the opportunity to have their hands washed before they eat. Areas of the home are clean. Children receive a regular supply of praise and encouragement which fosters their self-confidence. The childminder supports children's development well and encourages the use of good manners. As a result children are happy and stimulated. Children are encouraged to take risks whilst under the close supervision of the childminder. Outdoor activities provide children with opportunities to test this out as they hold onto the climbing frame and assess which level they can reach. Children slowly gain the confidence to go higher as the childminder looks on, praising their efforts and boosting their confidence. Regular fire drills are carried out which are set off by the childminder's whistle. Children begin to associate this sound with the drill and all exit the building quickly. Although these are not recorded the childminder talks children through the process, helping them understand fire safety.

The childminder has a good understanding of the learning and development requirements. She provides a wide range of interesting activities which are flexibly delivered and tailored to individual children's needs. Through discussions with parents and gradual settling-in visits, the childminder gets to know each child, earning their trust and respect. She values their contribution and encourages conversation. As a result, very young children are highly skilled at communicating, with good levels of vocabulary. This results in high levels of active play, with plenty of self-confidence. Records of children's achievements, through the effective delivery of the early learning goals, ensures progression and provides parents with detailed information about where their children are developing and at what stage.

Resources are easily accessible in the large conservatory and so support children's growing independence and their ability to self-select. Flash cards are scattered on the floor as children identify colours, comparing them to their clothing or other toys in the room. The childminder watches and waits for the moment she needs to step in to challenge children's thinking. Open-ended questions tease out children's understanding and provide an extended activity. Children pay close attention to what she asks, looking around for the next colour or toy that would match theirs. She consistently repeats these words, reinforcing a wide range of vocabulary which she then uses in simple sentences. Children eagerly copy what she says and are rewarded with lots of positive comments.

Children's interests are effectively used as a base to introduce a variety of activities and incorporate other areas of development. For example, children who have a keen interest in balls are encouraged to throw them into a bucket. They stand some distance from the target, judging distance and becoming aware of space and measurement. Using all their concentration they weigh up the task, moving into a position ready to throw. As they shoot and score a goal, the childminder along with the children jump with excitement and clearly enjoy the success of their hard work.

Exploration and investigation is an area which provides children with great enjoyment as they plant seeds, grow tomatoes, sweet corn, and potatoes. Regular watering encourages their ability to care for their efforts and reap the rewards as they dig them up or pick them off the vines. Waste materials, such as apple cores and the husks off the sweetcorn, are recycled as new compost is made for new plants and seeds in the spring.

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	2
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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	2
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	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:

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 (Suitability and safety of premises and equipment) 21/10/2011

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:

- take action as specified in the compulsory part of the Childcare register (Suitability and safety of premises and equipment). 21/11/2011