

## Inspection report for early years provision

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<b>Unique reference number</b>	EY375727
<b>Inspection date</b>	24/10/2008
<b>Inspector</b>	Margaret Davie
<b>Type of setting</b>	Childminder

## 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.

## Description of the childminding

The childminder registered in 2008. She lives with her husband and young child under one, in Didcot, Oxfordshire. The whole house is registered for childminding, although upstairs is used for day time rests only. There is an enclosed garden for outdoor play. The home is accessed by a step and there is also a step to access the grassed area of the garden. The family have a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register, to care for a maximum of five children at any one time. She currently minds one child in the early years age group, full time.

## Overall effectiveness of the early years provision

Children are happy and well settled because the childminder establishes caring relationships with them and promotes their welfare. She creates an inclusive environment where they have access to a range of activities which interest them and help them make satisfactory progress. She is committed to improving the quality of her care by conducting regular checks on her service, however, she has not yet identified strengths or areas for improvement.

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

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

- develop the systems used for observations and assessments to determine children's next steps in learning
- develop the self evaluation process to clearly identify strengths and areas for improvement

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

- request written permission to seek any necessary emergency medical advice or treatment for each child, at the time of admission (Safeguarding and promoting children's welfare) 07/11/2008
- keep a record of the risk assessment for each type of outing (Documentation) 07/11/2008

## The leadership and management of the early years provision

Children take part in a variety of activities, both indoors and outdoors. The childminder organises her home and time appropriately to ensure children have access to resources and activities which interest them and help them make progress. Children's welfare is safeguarded as all adults in her household have

been vetted and she is up to date with current procedures in line with local Safeguarding Children Boards. She regularly checks her home to identify and minimise hazards and implements clear routines to help children develop an understanding of how to keep themselves fit and healthy.

Children's care and learning are supported by the good relationships established with their parents. She gives parents detailed information about her service and ensures they get regular verbal feedback to keep up to date with how well their children are doing. Most policies and procedures to promote the well-being of children are in place and shared with parents, however, the childminder has not yet produced all required policies in writing, such as how she manages the administration of medicine and how she would deal with a child being lost or uncollected at the end of the day.

Positive outcomes for children are promoted by the childminder's commitment to ongoing improvement. She has addressed issues that were highlighted at the time of her registration to improve the safety of her home. She reflects on the quality of her service and has started the self evaluation process, however, she has not yet clearly identified areas of strength or those which require further improvement.

## **The quality and standards of the early years provision**

Children make satisfactory progress in relation to their starting points. Their individual needs are identified in discussion with parents. They feel secure in the childminder's company because she is warm and affectionate and has a positive and encouraging manner with them. Children develop independence as they choose toys and activities according to their own preferences. Skills are developed by appropriate interventions. While watching a child put a puzzle together, the childminder asks, 'what bit goes in there?' and then says, 'right, that's three corners done'. This develops children's understanding of mathematical language and their counting and thinking skills. Children's good health is supported by outdoor play, regular walks in the locality and attending activities such as musical movement sessions in town.

Observations about children's progress are made informally and the childminder uses the information she knows about them to plan further activities. However, she has not yet developed a system for recording observations and identifying children's next steps in learning. As a result, they do not always make as much progress as possible. Parents receive regular verbal feedback about activities which children take part in. This keeps them informed about children's learning and promotes continuity in their care.

Children's welfare is appropriately safeguarded. The childminder carries out regular checks of her premises to ensure they are safe and secure. Children learn in simple terms how to keep themselves safe, for example through discussion about road safety on outings or about what is appropriate behaviour in the home. The childminder carries out risk assessments for all outings, but these are not yet recorded to show what has been checked and how often. Health requirements are recorded when children are first registered, however, their welfare is compromised

because the childminder does not ask parents to give their written permission for her to seek any needed medical advice and treatment. Children begin to understand the difference between right and wrong and learn to share and take turns because the childminder uses appropriate strategies for managing behaviour, she provides clear explanations and children know what is expected of them.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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 to ensure all required written policies and procedures for the safe and efficient management of the setting and to meet the needs of the children are in place including a policy for administering medicines, and procedures to be followed in the event a child is lost or uncollected (Documentation)

28/11/2008

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:

- request written permission to seek any necessary emergency medical advice or treatment for each child, at the time of admission (Safeguarding and promoting children's welfare)
- keep a record of the risk assessment for each type of outing (Documentation)
- request written permission to seek any necessary emergency medical advice or treatment for each child, at the time of admission (Safeguarding and promoting children's welfare)

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