

Inspection report for early years provision

Unique reference number	EY355743
Inspection date	27/10/2011
Inspector	Ann Cozzi

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 2007. She lives with her two children aged 13 and 16 years in Loughton, Essex. The whole premises are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in the early years age group. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a sound understanding of children's needs which ensures that their welfare is promoted adequately; she demonstrates a good understanding about children's individual development and learning. Children are generally safe and have fun learning about their local area and the world around them. Partnerships with parents and other providers of care and education are good ensuring that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age abilities and starting points. Self-evaluation undertaken by the childminder is based on adequate levels of monitoring.

What steps need to be taken to improve provision further?

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

- take necessary steps to safeguard and promote the welfare of children; this is with particular reference to ensuring the security of the premises (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 10/11/2011
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register). 10/11/2011

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

- ensure that risk assessment covers anything with which a child may come

into contact

- develop further the current system of assessment to ensure children's next steps across all areas of learning are consistently clearly linked to the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has undertaken safeguarding training in the past; this supports her to meet regulations and duties. For example, policies for safeguarding are in line with requirements and are regularly reviewed. The childminder has written risk assessments in place which on the whole identify potential dangers in her home, however, she has omitted to include all areas accessible to children which does not ensure that current risk assessments are fully effective. The childminder provides high levels of supervision and has a number of safety measures in place in order to minimise risks to children. However, on the day of inspection the front door of the setting was not secure as required. This is necessary in order to promote the safety of children preventing them from leaving the setting unnoticed. The childminder is able to provide appropriate care for children in the event of an accident. This is because she has an up to date paediatric first aid qualification. Most required documentation is in place and well maintained. However, during this inspection it came to light that the childminder does not seek prior consent for each and every medication administered, although parents and carers do sign to acknowledge that medication has been given. This is a requirement of the Statutory Framework for the Early Years Foundation Stage.

The childminder applies a flexible routine within her planning. This means that it is responsive to the needs and interests of children attending. The environment and wide range of high quality resources are organised in a way which fully supports children's independence, allowing them to make independent decisions about their own play and learning. The childminder's good knowledge and understanding about each child in her care means that care and education is promoted in an inclusive manner. There is no bias in the childminder's practice in relation to gender, race or disability.

The provider is taking steps to ensure resources and the environment are sustainable, for example, children are encouraged to recycle packaging from household items. The fully enclosed garden and local parks are used for physical play opportunities weather permitting. The childminder ensures that children are provided with the opportunity to see first hand the diverse world they live in on trips into the local community. Children's health is supported through established daily routines, for example, hand washing at appropriate times.

Partnerships with other providers of care and education are good because the childminder communicates with other settings to promote continuity of care and learning. She exchanges information with parents and carers daily and ensures that they have access to children's records. Parents report that; children are cared for in a homely environment, the childminder is friendly and caring, she has been a great support to the whole family, she is always helpful, we know that when we

are at work our child is safe and well cared for, she is a very good choice for a childminder.

The childminder undertakes adequate reflective practice through regularly meeting with other local childminders and contact with a local authority development officer. This helps her to identify most of the strengths and weaknesses of her service in order to bring about some improvement to the provision.

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

Children appear confident and happy in this welcoming, homely environment. The childminder provides them with a good range of appropriate resources and activities at low level making them easily accessible. She uses a broad range of teaching methods to effectively engage children in activities as they make good progress towards the six early learning goals. She has developed systems to observe, assess and plan for children's learning, although children's next steps for learning are not consistently linked to the Practice Guidance for the Early Years Foundation Stage to inform planning.

Children are encouraged to make good progress in communicating, literacy, numeracy and skills relating to information and communication technology. For example, they discover with delight that when they use a touch screen it responds when they put their finger on it, for example, playing a tune or changing to a different picture. Children have lots of fun as they persist for extended periods of time at an activity of their choosing such as craft; demonstrating their skills they use single-handed tools such as scissors and glue sticks. When they have completed their art work they confidently attract the attention of the inspector and childminder saying 'look, look' proudly showing them their creation. Children express and communicate their ideas, thoughts and feelings by using a widening range of materials such as play dough. As they take part in this creative activity they explore and investigate the properties of the dough, manipulating it they problem solve as they work out how to roll it flat and then use cutters to make their chosen shape.

Children move around the setting freely demonstrating that they are becoming active, inquisitive and independent learners. They play amiably together sharing resources and conversing with their peers. Children show that they are learning to care for their environment as they willingly tidy up after a craft activity. They show an interest in simple songs and rhymes, spontaneously singing head, shoulders, knees and toes. Children have a developing awareness of their own needs, views and feelings and are sensitive to the needs, views and feelings of others for example as they share resources with their peers. Children's understanding of the wider world is demonstrated through their play for instance making meals for each other with role play food.

Children's health is promoted through outdoor play and trips out in the fresh air. Information from parents and carers about their child's individual dietary

requirements ensures that children are provided with a balanced range of meals and snacks which are appropriate to their individual needs. Children are developing a sense of how to stay safe within the setting and some are able to use their initiative to take responsibility for their own safety, however, this is not consistently supported by the childminder through ensuring that risk assessments are fully effective.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	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 (Safeguarding and promoting children's welfare) 10/11/2011
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 10/11/2011

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 (Safeguarding and promoting children's welfare). 10/11/2011
- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 10/11/2011