

## Inspection report for early years provision

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<b>Unique reference number</b>	129215
<b>Inspection date</b>	26/10/2011
<b>Inspector</b>	Lindsay Hare

<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 registered in 2000. She lives with her three children aged 16, 15 and eight years old in Welwyn Garden City. The ground floor only is used for childminding. The childminder provides care before and after school all year round. The family has two cats, a guinea pig, a tortoise and three lizards.

The childminder is registered to care for five children under eight years, of whom, three may be in the early years age group. She currently cares for five children, four of whom, are in the early years age group. The childminder is registered on both the Early Years Register and both parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a varied range of activities to help children make general progress in their learning and development, although, the observational assessment is not fully developed to inform future planning. She deploys her resources so that children can make choices about their play and extends this by using good questioning techniques. The childminder works well with parents to ensure children are settled in her care and their individual needs are appropriately met. Some of the required documentation is not in place which means there are two breaches of regulation. Systems for self evaluation are evolving.

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

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

- obtain necessary information from all parents in advance of a child being admitted to the provision, including, written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 26/11/2011
- conduct a risk assessment which identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment. This also applies to the compulsory and voluntary parts of the Childcare Register) 26/11/2011

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

- improve the observational assessment to clearly show how children are

- progressing in the specific aspects of each area of learning and use this to inform future planning
- ensure that children's information records are completed in full and appropriate consent forms are obtained for all children

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

The childminder is clear about notifying Ofsted of any changes, or to the suitability of adults living on the premises. The childminder has a sound understanding of her role in safeguarding children and has attended training in child protection so she is clear about the appropriate procedures to put into practice when necessary. This means children are kept safe from harm. Most documentation is in place to promote the welfare of children. However, written consent to seek emergency medical treatment is not requested at the time of admission for all children. This compromises children's welfare in an emergency. Although, daily visual checks of the house are done, the record of risk assessment is very brief and does not clearly identify potential hazards and ensure action is taken in order to protect children from hazards both inside, outside or whilst on outings. The childminder supervises children as they play, making sure her home is secure so that children cannot leave unattended.

The childminder promotes inclusion appropriately as she makes sure the activities on offer suitably meet children's individual needs. Resources are organised so that children can select toys and activities they wish to play with, these are checked regularly to ensure they are safe for children. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and is beginning to make links with these settings. The childminder has begun to identify some areas of strength and areas which require development in order to maintain continuous improvement.

The childminder has good relationships with parents, she generally gathers clear information from them so that she knows about children's individual interests and needs and can provide a consistency of care. Parents receive daily verbal and written feedback in the form of a diary, so that they know about their child's day and are invited to look at the children's learning journals at any time. However, some written permission, such as, written consent for transporting children in a vehicle and outings are not obtained for all children, which means that some children's welfare may be compromised.

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

The childminder has a sound understanding of how young children learn and this enables her to provide stimulating and interesting experiences and activities to support each child's learning and development. The childminder is developing a record of children's progress, however, this only details the six areas of learning and does not clearly show children's progress in specific aspects of learning. The

information gained from her observations and assessment of children is not fully used to inform future planning.

Children are developing independence skills as they help themselves to toys and are given opportunities to make choices throughout the day. The childminder provides a welcoming environment where each child is valued and they are relaxed and comfortable in her care. Resources are in place that helps children learn about the diverse society in which they live. They gain awareness of the wider community as they visit local amenities and they socialise with others at local group sessions. The childminder has appropriate systems in place to care for children with special educational needs and/or disabilities.

Children learn problem solving skills as they operate simple equipment, such as, push and play or pop-up toys, pressing buttons until they find the matching pictures. The childminder uses good questioning techniques to extend children's play and encourage them to think for themselves. For example, one child was gluing leaves and acorns, that they had found on their walk and attempted to stick the fir cones until he realised they were too heavy for the paper. The childminder then suggested he put glitter on the fir cones instead to make Christmas decorations. Children begin to develop early writing skills, for example, they draw and readily make marks to represent their ideas. Children enjoy looking at books, sharing stories and visits to the local library further enhance their literacy skills. They explore their creativity through a range of 'messy play' activities, they handle 'gloop', paint with spaghetti, and use play dough. For example, one child concentrated for a long time whilst working with the play dough, the childminder extended his learning, talking with him about texture and shapes and using the plastic scissors to snip pieces of play dough, counting them as he did. The child then added plastic legs and antennae to make his bugs which he displayed on the side so that he could show his parent later. Children enjoy taking responsibility, as they grow carrots and parsnips in their own pot and use the broom and dustpan and brush to sweep up the play dough. These simple activities begin to lay good foundations to develop children's future skills.

The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings, they practise the fire drill so that they know what to do in an emergency and the childminder encourages them to assess small risks for themselves with her supervision. For example, when using the climbing apparatus within a safe environment, she will ask them if they think it is safe and how high they can climb up. Systems are in place for recording accidents and medication. Children enjoy some opportunities for fresh air and exercise as they play in the local park and walk in the woods. They learn about healthy eating because the childminder provides healthy snacks.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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) 26/11/2011

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 (Suitability and Safety of Premises and Equipment) 26/11/2011