

Inspection report for early years provision

Unique reference number	EY340451
Inspection date	15/09/2011
Inspector	Karen Cooper
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 2006. She lives with her husband and three children aged 10 months, three and five years in Staffordshire. The whole of the childminder's house is used for childminding. There is a fully enclosed area available for outdoor play. The family has two cats.

The childminder is registered to care for a maximum of three children at any one time. She is currently caring for one child who is in the early years age group on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder attends the local toddler group and is able to take and collect children from the local school. She 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 happy and settled in the childminder's care. They have access to a variety of age-appropriate toys and resources to encourage them to make steady progress in their learning and development. The childminder ensures parents are informed about their child's daily routine and activities. She obtains relevant information with regard to child's individual needs to enable her to meet them. Policies and procedures are broadly effective and documentation is stored appropriately to maintain confidentiality. The childminder demonstrates a keen commitment to improving and developing her practice. However strategies for monitoring and evaluating the provision, to help the childminder identify areas for continuous improvement, are in the early stages of development and have not yet been fully implemented.

What steps need to be taken to improve provision further?

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

- make sure all reasonable steps are taken to ensure all hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment) 30/09/2011
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 30/09/2011

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

- develop further the processes for undertaking sensitive observational assessments in order to plan to meet children's individual needs and next steps
- improve the range of resources within the everyday environment to extend children's awareness of people with disabilities
- develop further systems for self-evaluation procedures to ensure strengths and areas for improvement are clearly identified, thereby continuing to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder is aware of the procedures to follow should she have a concern about a child in her care. She has all the required information to be able to take the appropriate action if necessary, which she ensures is shared with parents. Children are cared for in a welcoming environment and have access to a variety of quality toys and resources, which they are able to select independently. Although the childminder has undertaken a written risk assessment on all parts of the property some hazards within the home have not been minimised sufficiently to ensure children's safety is fully protected. For example, the hearth around the fire is unprotected and the cat litter and food bowls are placed on the floor in the kitchen. The record of risk assessment includes some outings. However each specific outing has not been risk assessed to ensure children's safety is fully protected, resulting in a breach of requirements.

The childminder is a qualified nursery nurse. She has experience working as a private nanny and in several day nurseries. She is also a leader for the Brownies. She is calm, patient, caring and a good role model for children. As a consequence, children are at ease with her, and positive, warm and affectionate relationships between the childminder and children are evident. The childminder regularly attends training to ensure her knowledge is updated and has completed training for first aid and child protection. The childminder has met the recommendations made at the last inspection to ensure children's safety and well-being is adequately protected. However, strategies for monitoring and evaluating the provision, to help the childminder identify areas for continuous improvement, are in the early stages of development and have not yet been fully implemented.

The childminder is welcoming to all children and their families and has implemented an effective system to gather information from parents regarding children's individual needs. The childminder talks to parents daily to ensure they are informed of their child's progress and care. They are provided with a variety of clear policies covering all aspects of the childminding service, which the childminder reviews on a regular basis to ensure they are up to date. Children's records and documentation are stored appropriately to ensure confidentiality is maintained. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. She has formed links with the local school, pre-school

and other childminders.

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

Children are happy and settled and benefit from an environment which is organised to enable them to make choices about their play and develop their independence. Most toys are placed at low level in the living room and arranged so that children can develop their skills and have fun. The childminder's knowledge of children's interests and preferences ensures that their individual needs and routines are appropriately met. She clearly demonstrates that she knows the children well, and plans a range of interesting activities and outings to ensure there is a suitable balance between adult-led and child-initiated activities. The childminder observes the children as they play and records what they can do. This ensures that they make steady progress in their development. However, the information gained from the observations is not sufficiently used to help plan the next steps in children's learning. Children are valued and the childminder helps them to feel good about themselves by frequently providing support, praise and encouragement, while managing their behaviour appropriately. The childminder encourages children to be considerate of others, share and take turns. Children's efforts are rewarded with lots of smiles, praise and hugs. This helps build children's self-esteem.

The childminder provides a range of opportunities for children to investigate and explore their environment and learn through hands-on experiences. Children enjoy being independent as they help themselves to the toys and resources and use musical and programmable toys with real excitement. They regularly join in with craft activities at home and at the toddler group, such as colouring, baking and painting. They have access to plenty of books to help develop their early reading skills and are provided with opportunities to develop their early mark-making abilities. Children are encouraged to improve their simple problem solving skills through daily activities. For example, they count the cars and puzzle pieces and regularly join in with number rhymes. Children are learning to respect each other and play with a variety of resources that provide positive images of other cultures, including books, dolls and figures. However, resources are limited with regard to helping raise children's awareness of people with disabilities. Children benefit from a range of activities outside the childminder's home. They regularly visit the local library, toddler group and park to feed the ducks.

Children are beginning to learn how to keep themselves safe. For example, the childminder talks to them about fire evacuation and has started to practise this with them to ensure they know what to do in an emergency. They are appropriately cared for if they have an accident and effective procedures are in place to protect them from illness.. Through activities and daily routines, children become aware of healthy eating and appropriate hygiene practices. They are provided with a variety of nutritional snacks and meals and are reminded to wash their hands before eating. Children's individual dietary needs are established on admission and supported by the childminder. Children develop their physical skills

through a range of outdoor activities. They have access to the garden on a regular basis, where they benefit from a range of toys and equipment which help to foster their physical development.

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	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	3
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	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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