

Inspection report for early years provision

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Inspection date	25/10/2011
Inspector	Sara Frost
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 registered 1988. She lives with her partner, adult son and grandson in a three-bedroom terraced house in a residential area close to the centre of Plymouth. There is an open garden at the front of the house and an enclosed rear garden. Childminding takes place on the ground floor of the home with access to bathroom facilities upstairs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in the early years age range. She is currently minding six children in the early years age range. She also offers care to children between five and 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children form a warm and secure relationship with the childminder. The childminder provides activities that interest children and enable them to make adequate progress in their learning and development. However, the assessment and observation records lack detail and some of the childminder's documentation is not fully in place. Partnerships with others providing care to children are in the early stages of development. The childminder acts upon advice from others to aid her practice. She demonstrates some capacity to improve outcomes for children, though she is not fully confident at evaluating her own work.

What steps need to be taken to improve provision further?

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

- request written consent from parents for the seeking of emergency medical treatment and or advice (Safeguarding and promoting children's welfare). 18/11/2011

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

- extend the methods of assessing children's achievements to clearly identify the next steps in children's learning and share this information with parents
- develop more effective systems to liaise with other providers caring for the children to aid continuity of learning and care
- improve the use of self-evaluation to identify more effectively strengths and priorities for development that will improve the quality of the provision for all children
- update the record of risk assessment to include any assessments of risks for

outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a suitable understanding of signs and symptoms of abuse. All adults living at the childminder's home undertake checks on their suitability. The childminder has a current first aid qualification to help her attend to children's accidents. However, parental consent to seek emergency medical advice is not in place and this is a breach of a welfare requirement. Children learn about keeping safe in the childminder's home as they regularly practise fire evacuation drills. The childminder has processes to record and review risks around her home. Although she is able to talk confidently through safety procedures for all outings, she does not update her written records with this information.

The childminder has some policies in place to support her practice and she shares these with parents. A suitable range of resources is accessible for children to develop their independence as they make their own choices. The childminder provides a reasonable range of resources reflecting positive images of the wider world. This helps children gain an understanding of the diverse society in which they live. The childminder addresses the recommendations from her last inspection and meets all areas for improvement identified by the local authority. In addition, she regularly seeks advice and support from other childminders to aid steady improvement of her provision. However, she has yet to develop really effective systems to evaluate and drive improvement independently.

Some children also attend other provisions but the childminder has yet to establish very effective links to maintain a shared approach to children's care and learning. The childminder shares information with parents at the beginning and end of the child's day. She works well with parents to meet children's individual needs, such as working in partnership to aid successful potty training.

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

Children are happy and content at the childminder's home. They are making reasonable progress with their learning and development. They happily leave their parents at the door, excited to meet other children already there. They show consideration and interact well with each other as they play. Children have developed a trusting relationship with the childminder. They readily engage in conversations with her, talking about their holiday experiences. Children merrily develop their own version of hide and seek, taking it in turns to count, chase and catch. As a result, children are developing appropriate social skills for the future. Children become engaged in playing with a range of toy vehicles, trying to place various size dolls in the cars before embarking on their journey. Younger children's vocabulary is developing as they describe the texture of dough. At times, children spontaneously burst into song as they play, indicating that they are happy and

confident in their surroundings. The childminder is responsive to children's needs, for example, offering reassurance to children who are initially wary. Children's physical development develops as they explore the various activities. They confidently use and share an assortment of tools, such as cutters and rolling pins. The childminder provides additional items, such as pop up tents, to extend the children's imaginative play about camping. The childminder is beginning to conduct observations and assessments of the children. However, she does not currently share these with parents or effectively use them to identify children's next steps in learning.

The childminder takes children out each day, so they benefit from fresh air and some physical exercise. Visits to the shops and local parks help children to learn about their local environment, recognising the changing seasons. Children are learning how to keep healthy. The childminder stores food provided by parents appropriately and she encourages children to eat well. Children have access to drinks as they play, the childminder gently reminding where their drinks are should they feel thirsty. The childminder provides a clean welcoming environment for children to play in. She promotes hygiene well and reminds children to wash their hands after using the toilet and before eating food. Children are beginning to learn how to keep themselves safe. The childminder introduces them to road safety procedures or gently reminds them how to sit properly at the table.

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

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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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 18/11/2011
- have a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 18/11/2011

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 compulsory part of the Childcare Register (Arrangements for safeguarding children)(Procedures for dealing with complaints). 18/11/2011