

Inspection report for early years provision

Unique reference number	117406
Inspection date	15/09/2011
Inspector	Anne-Marie Moyse
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 1996. She lives with her husband in the St Budeaux area of Plymouth. The kitchen, dining room and bathroom are used for childminding. The childminder is registered to provide care for six children under eight years; of these not more than three maybe under five years; and of these not more than one maybe aged under one year. At present the childminder is caring for one child in the early years age range, and an older child.

The childminder is registered on the Early Years Register, and the compulsory and voluntary part of the Childcare Register. The childminder takes children to local parks for outside play. The childminder takes children to a local primary school. The childminder has three cats as pets

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder organises a variety of resources and routines to adequately meet the care and welfare needs of children. Through regular discussions with parents she understands and meets the children's individual needs appropriately. The childminder has some understanding of the learning and development requirements. However, children's progress is not clearly identified or consistently planned for to keep them all busy and promoting respect for each other. The required documentation is in place to meet children's needs. However, the childminder does not display her registration certificate, which is a legal requirement. Children are supervised appropriately although checks made to ensure the environment is safe are basic. The childminder carries out little reflective practice to identify areas for improvement, but she attends training to keep up-to-date with the basic requirements.

What steps need to be taken to improve provision further?

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

- display the certificate of registration and show it to parents on request (also applies to both parts of the Childcare register) 30/09/2011

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

- help children who find it difficult to get on with others by showing them

- how to play and be friendly with other children
- improve the risk assessments include everything a child may come into contact with and include checking the fire equipment
- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation
- develop the methods of recording and assessing children's achievements, sharing this information with parents and agreeing ways of working together to extend children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has continued to update her awareness of safeguarding by attending training, and has adequate systems in place to promote children's safety. She has a sound understanding of the signs and symptoms of abuse and is confident to follow appropriate procedures if she has any concerns over a child's welfare. She conducts simple checks on the premises, and has a very basic risk assessment in place. However, this does not include all aspects of the environment or everything that a child may come into contact with, for example, checking the accessibility of fire equipment or other safety equipment which might be necessary when children access the kitchen area.

The childminder is able to support children properly if they have an accident as she holds a current first aid certificate and satisfactory systems in place if there is an emergency. The childminder has misplaced her registration certificate and therefore she is currently unable to display it, which is a breach of the welfare requirements.

The childminder provides a range of toys and resources which are suitable for the children attending. Children can freely access the resources and make choices of what to play with which promotes their independence. Some basic resources teach children about the wider world and others. The childminder knows the children well and has established a relationship with the parents where there is open communication to allow a regular exchange of information. This helps to provide consistent care for the children.

The childminder understands the need to liaise with other providers of the Early Years Foundation Stage if children attend other provisions. The childminder has a basic understanding of the learning and development requirements and is able to describe what children are currently able to do. However, her lack of knowledge in linking the activities to the areas of learning means that children's progress is not effectively planned. As a result children are not always challenged appropriately across all areas of learning, but are broadly content and willing to take part in the activities on offer. Children's behaviour is generally appropriately managed, with praise given and lots of encouragement for them to achieve. However, older children's behaviour is not always handled consistently well, and at times they require reminding how to respect other children's needs.

The childminder is very experienced and has been caring for children for a substantial number of years. She attends some training and keeps informed about the changes through contact with other childminders. She thinks about her provision for children and offers a friendly welcome to everyone, but this is not always consistent enough to identify all areas for improvement.

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

Children are happy to attend and are familiar with the routines. They are forming a warm relationship with the childminder and seek out a reassuring cuddle from her. Children are looked after in a spacious area where a reasonable range of toys are easily accessible to them. They pick what to play with and are happy to explore the various toys on offer. They show curiosity as they sort through the various crates of toys, finding their favourite objects.

Children become engaged and concentrate at fitting the various pieces of puzzles together, developing shape and size recognition. They sit with the childminder naming the various pictures on the cards, making various sounds and noises related to the object. This promotes children's early communication and language skills as they make connections and repeat sounds. Children enjoy using various pencils and pens to draw and make marks on paper and show pleasure and pride in their achievements. They develop a fondness for books as they look at the pictures independently, turning the pages and make comments. Children develop their imagination as they care for dolls, wrapping them carefully in blankets and pushing them confidently around in prams, or cuddling them sensitively. They manipulate small world farm animals, studying the various figures, closely looking for similarities and differences and name familiar animals. Throughout their play children count and recognise colours, and are the beginning to learn to solve simple problems through their play.

Children enjoy regular trips out to the park for fresh air and exercise. This provides an opportunity for the children to learn about their local community and the natural world. They visit other childminders to socialise with familiar friends, developing their social skills and a better understanding of the community's diversity. Their health is promoted as they are encouraged to drink frequently and eat nutritious foods, which are provided by the parents. They are cared for in a clean and hygienic environment where the childminder provides a suitable role model for fostering hygienic routines. Their individual routines are supported well as they have a balance of opportunities to be active and rest.

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:

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 (Certificate of registration) 30/09/2011

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 (Certificate of registration) 30/09/2011