

Inspection report for early years provision

Unique reference number	EY376611
Inspection date	29/11/2011
Inspector	Ingrid Szczerban

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.

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Description of the childminding

The childminder was registered in 2008. She lives with her husband and child aged nine, in Thorne near Doncaster. The whole of the ground floor is used for minding with toileting facilities on the first floor. There is an enclosed garden for outside play and the family have a cat. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for five children, of these, one is in the early years age group and three are aged over eight. All the children attend on a part-time basis. The childminder walks to local schools to take and collect children and attends a toddler group with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The systems in place to promote the welfare needs of children are satisfactory on the whole. Children take part in a range of activities and make steady progress in their learning. Relationships with parents and carers are positive and links with school are good. Inclusive practice is promoted satisfactorily and children are valued and respected as individuals. The provider assesses the effectiveness of the setting and takes steps to make improvements. The capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- obtain written parental consent to seek any necessary emergency medical treatment or advice (Safeguarding and promoting children's welfare). 06/12/2011

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

- improve hygiene arrangements in the bathroom for children to use separate towels and reduce the potential risk of any cross-infections
- devise a system for self-evaluation and include parents in the process.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures and practices ensure that children are adequately protected. All adults in the home have appropriate checks and the childminder has a clear understanding of child protection issues and the action she must take should the need arise. She has a current first aid certificate and keeps accurate records of children's attendances. Risk assessments are effectively implemented, for instance, the keys to the front door are hung-up out of reach so that children may not leave unsupervised. The childminder keeps several written consents from parents for events, such as handling pets and using the trampoline. However, she does not have consent in writing to seek any necessary emergency medical advice or treatment; this is a breach of the welfare requirements.

The rooms used by children are clean and well maintained. Good hygiene practices are followed in the main. The childminder washes her hands and the child's hands before they eat and she wipes down the mat after changing nappies. However, a single towel is used by children in the bathroom which presents a potential risk of cross-infection. Toys and resources used by children are organised well, these are all stored at their height so they are independent and can make decisions regarding what they want to play with. The individual dietary and medical needs of children are met well.

Though there is no systematic approach in place currently for self-evaluation, the childminder has made improvements in her provision. She has devised good risk assessments which are frequently reviewed and action is taken as needed. For instance, to improve safety for the children, the bolt on the garden gate has been tightened and the clips on the swing have been replaced. The childminder has also completed food hygiene training and updated her first aid certificate. Future plans for improvement are to become a qualified practitioner to level 3.

Relationships with parents and carers are positive. The parents have access to all of the childminder's policies and procedures. To share learning between the children's home and her home, daily discussions and information sheets are provided for parents. The childminder shares children's development files with parents approximately every two months. None of the early years children who currently attend go to any other settings where the Early Years Foundation Stage is delivered.

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

The children make steady progress in their learning and development overall. The childminder makes observations and assessments for children in development records. These include what children are doing and their next steps for progression. The childminder has satisfactory level of knowledge and understanding of the Early Years Foundation Stage and how to assess children's

progress across the six areas of learning.

Activities to promote children's awareness of numbers and problem solving, such as singing counting songs and building with bricks, are provided. The childminder reads the children's favourite stories to them and gives them opportunities for mark making to encourage their pre-literacy development. Children enjoy the feel of play dough; they smile broadly as they squeeze it between their fingers. The childminder teaches children well about the world around them. She introduces them to a variety of customs and cultures, such as Easter, Hanukah, Bonfire Night and Chinese New Year. So the children start to learn to value their own heritage and those of others.

Good practices are employed to ensure that children learn very well how to keep themselves safe. The childminder puts red arrows on the floor to reinforce children's understanding of fire safety when they practise the drill. She involves children in her risk assessment of the garden and asks them to look for potential hazards. High levels of individual support are given to children so they feel safe and confident in the childminder's care.

The children are very happy and settled because the childminder provides a regular routine for them based entirely around their needs. For example, regular mealtimes and sleep times are followed so that children remain healthy and are emotionally secure. They are at ease in their warm relationships with their childminder who provides them with lots of smiles, words of encouragement and cuddles. Children are self-assured and well behaved. They learn self-care skills such as feeding themselves and hanging up their own coats as the childminder promotes these effectively.

Active, healthy lifestyles are promoted. The children can run, jump, climb and balance, using equipment in the childminder's garden, at toddler group and in parks to practise these skills. The childminder gives children a balanced, nutritious diet which includes fresh fruit for snacks. Children begin to learn about where food comes from because they help to grow fruit and vegetables in the childminder's garden.

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	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	2
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:	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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