

Inspection report for early years provision

Unique reference number	EY431042
Inspection date	15/12/2011
Inspector	Shirley Peart
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 July 2011. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged six and two years, in Stanhope, County Durham. The home is situated in a residential area close to the village school and shops. The home is all on one level and is accessible by some steps, the garden is communal and not fully enclosed. The childminder is registered to care for a maximum of four children at any one time. She is currently minding one child in the early years foundation stage age group. She holds a CACHE level 3 teaching assistant certificate. There is a large fish tank on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are looked after in a spacious and stimulating environment by a caring childminder who meets their individual needs well. Most of the children's welfare needs are promoted well and babies are settled and happy, so that they feel safe and enjoy their time with her. She is currently embedding her practice as a new childminder and thoroughly enjoys her work. She is keen to develop her provision further by using the Ofsted self-evaluation form to reflect on her practice and enhance the outcomes for children. She has good relationships with parents and is aware of how to work in partnership with other agencies as necessary to ensure continuity for children.

What steps need to be taken to improve provision further?

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

- obtain prior written permission from parents, for each and every medicine before any medication is given and keep written records of all medicines administered to children (Safeguarding and promoting children's welfare).
- 29/12/2011

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

- ensure that the risk assessment covers anything with which a child may come into contact with, specifically in relation to low level glass.

The effectiveness of leadership and management of the early years provision

The childminder has a good awareness of safeguarding children. She knows what to do should she have concerns about a child's welfare and has all relevant contact

numbers if she needs advice or to make a referral. The childminder would only give medication to a child with prior written consent and verbal parental permission on the day. However, she has administered one dose of medication with only verbal consent from parents and did not write this down; this is a breach in the welfare requirements. The childminder thought that her emergency medical consent from parents covered her for this. She has now devised separate administration of medication consent and recording forms that meet the requirements. The childminder's home is safe and secure and risk assessments identify most hazards. The garden is communal and children only play here under strict supervision. She has yet to address the potential hazard of low level glass panels and has not included this in her risk assessment. She has the safety film ready to go on to further protect children. She is currently embedding her practice as a new childminder, although she has relevant experience of working as a teaching assistant. The childminder is aware of how to use the Ofsted self-evaluation form to help her continually improve her practice to benefit the children and has a positive attitude to accessing this information to help her. She knows that she can also access help from the local authority advisors when needed, which also helps her to think about her practice and make changes.

Toys and resources are very well set out, easily accessible and in very good condition. For example, there is a low level table with items for children to mark-make, a comfortable floor area for babies' toys and easily accessible books. All facilities within the childminder's home are on one level so that any child or parent with differing needs is able to access it easily. There are no children attending who have special educational needs and/or disabilities or any children who attend other early year's settings. However, the childminder has a basic awareness of the importance of working closely with outside agencies to support children's welfare and development. She has a positive attitude to equality to ensure that all children enjoy and achieve to reach their full potential. She celebrates festivals and events, such as Halloween and Divali and does not stereotype her toys so that children make free choices and learn about different cultures.

The childminder has open and friendly relationships with parents and they discuss children's care on an ongoing basis so that she works very well in partnership with them. She takes on board what they say and would not go against their wishes. They have an open dialogue with regular conversations and spend time chatting when children are collected. She has not yet had an opportunity to discuss the children's development files as these are in the early stages, but has explained to parents the expectation on her regarding using the Early Years Foundation Stage framework in practice, so that they are well informed.

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

The childminder observes children regularly and records their development in individual files, which show how they are making progress, as the forms used are linked well to the six areas of learning. She also uses photographs to show what children can do and enjoy and this information is used to help her plan for the children's next steps, although this is the early stages of development. She also

shares these photographs via e-mail with parents to show them what they have been doing. The childminder follows children's interests so that they enjoy their time with her; for example, when she notices that babies wiggle and move to noises she puts on baby Mozart tapes for them to develop movement and promote their physical skills. They also attend relevant activity groups in the local community where children and babies access different toys and they go on regular nature walks. They also visit venues and places of interest, such as a music centre and an art centre. This contributes successfully to children's social development and knowledge and understanding of the world and their general enjoyment and learning.

The childminder sits on the floor with babies so that they receive plenty of close face to face contact and she places age-appropriate toys within reach. Therefore, they eagerly pick up things that interest them such as the jingle bells. They wave these around happily demonstrating that they are highly settled and feel safe in the environment and shows that they have built trusting relationships with the childminder. They smile and approach her easily when they want to be picked up. They laugh and giggle during play when the childminder pulls back the wheeled car and it whizzes off. The childminder recognises children's changing development needs; for example, as they become more active she provides a safe space so that they pull themselves up competently on furniture. There is a good range of interactive, activity toys that encourage babies to use their fine motor skills by pressing buttons, thus contributing to their early ICT skills.

The childminder responds quickly to babies needs as she recognises when they need a bottle, some food, a nappy change or a nap. Therefore, they settle quickly with her and snuggle in when they have a bottle as she is calm and caring and offers lots of verbal and physical reassurance. They sleep comfortably in one of the bedrooms, which is on the same floor and soft lighting in the room helps them to drift off without fuss. The childminder checks on them regularly and also uses a baby monitor to ensure their safety. Parents provide all meals, which are healthy and nutritious and the childminder adheres to their wishes regarding this at all times. Nappy changing is carried out hygienically, the home is spacious and very clean and children do not attend if they are ill, which helps to prevent any chance of cross infection.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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 (Records to be kept) 29/12/2011

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 above (Records to be kept) 29/12/2011