

Inspection report for early years provision

Unique reference number	EY333117
Inspection date	14/12/2011
Inspector	Tina Mason
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 child aged four years in Aveley, Essex. The whole of the downstairs of the property and the upstairs bathroom are used for childminding. Accessibility to the premises is via a step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have a pet rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and secure, and are progressing satisfactorily in most areas of their learning and development. However, written records are not fully developed. The childminder demonstrates a lack of understanding and knowledge of the Early Years Foundation Stage welfare requirements. Therefore, systems to effectively support the safeguarding of children are inadequate. Resources for children to develop, understand and value different aspects of equality are limited. There is a sound partnership with parents and regular information is shared with them. The process of self-evaluation is yet to be implemented and developed to ensure children benefit from continuous improvement.

What steps need to be taken to improve provision further?

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

- complete a local authority approved paediatric first aid training course (Safeguarding and Welfare) (also applies to both parts of the Childcare Register) 27/01/2012
- ensure that the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of the household (Safeguarding and promoting children's welfare) 27/01/2012
- provide parents with the complaints procedure and information that includes details for contacting Ofsted 27/01/2012

- (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- take necessary steps to safeguard children by implementing an effective procedure in the event of a child going missing (Safeguarding and promoting children's welfare) 27/01/2012
 - take necessary steps to safeguard children by implementing an effective procedure in the event of a parent failing to collect a child (Safeguarding and promoting children's welfare). 27/01/2012

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

- further develop opportunities and experiences for children to develop an understanding and valuing of diversity
- use information gathered through observation more effectively to monitor the children's progress, based on initial profiles, and link the children's identified next steps to the planning of activities
- improve systems for the organisation of the setting to include ongoing effective procedures to evaluate the provision and implement areas for improvement.

The effectiveness of leadership and management of the early years provision

The childminder supervises children at all times and has some systems in place to appropriately safeguarded children. She has a sound awareness of the procedures to follow should she have any concerns about a child in her care and is aware of her role and responsibilities. However, she does not have a procedure in place to follow should an allegation be made against herself or a member of her family. The childminder risk assesses her premises each day and a record of these risk assessments are in place, ensuring her home is safe and secure. However, she does not have a lost child procedure or a procedure to follow in the event of a parent failing to collect a child. These are requirements of registration. Consequently, children are not appropriately safeguarded. The childminder's first aid certificate has expired, which is a breach of regulation, and she was unable to access the relevant training in time to keep it updated, which means children's health is compromised. Confidentiality is maintained and documents are kept secure. All adults living in the childminder's home have undergone all necessary checks to establish their suitability. Records of accidents, incidents and medication are in place. For example, consent for emergency medical advice and treatment is obtained from parents. This ensures all children are cared for in an emergency without delay.

Daily routines ensure that children have opportunities to play both indoors and outdoors. The childminder has organised her home to enable children to move around freely and they are able to select resources for themselves. Equality and diversity practices are sound. Children are welcomed into a warm and caring

environment where they are all valued and included. The childminder is committed to providing an inclusive provision for all children. However, she does not have a complaints procedure for the parents to follow should they have a concern about her provision. Sound links with parents enable children's needs to be met effectively. For example, information is shared daily regarding children's progress and the activities they have been involved in. A system of self-evaluation has not yet been fully established to promote effective monitoring and identification for future priorities. The childminder does not currently care for children with special educational needs and/or disabilities. However, she understands the importance of partnership working to improve outcomes for such children when the need arises.

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

Children play happily in the childminder's care and access an adequate range of resources. For example, children enjoy playing with the cars and garage and acting out everyday situations as they dress up and play shops. Children are making satisfactory progress towards the early learning goals. The childminder gathers information to identify children's starting points and builds on these to help children achieve. Children have fun as they participate in an appropriate range of hands-on learning experiences which are planned around their interests. However, observation and assessment records are yet to be completed to establish children's progress towards the early learning goals and linked to planning to ensure individual children's next steps for learning are clearly identified.

Children have sufficient opportunities to initiate their own play as toys and resources are easily accessible, which promotes children's choice and independence. They learn to share and take turns as they play and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. They benefit from lots of fresh air as they walk to and from school daily, visit parks and play in the garden. This enables them to develop and refine their physical skills as they play energetically. Care is taken by the childminder to provide activities that support children's speech and literacy. For example, children enjoy looking at and reading story books with the childminder and have frequent opportunities for mark making. Throughout the range of activities, children's creative and expressive learning is well supported. For example, children have access to an assortment of art and craft activities involving different coloured paints, play dough cutting and sticking. Children have clearly established positive relationships with the childminder; they come to her for cuddles and reassurance and are happy and secure in her care.

Children's awareness of diversity and the wider world is generally promoted through the use of some resources, such as books. However, the activities provided do not fully meet the needs of the children. All children are aware of the rules of the home, respond to the expectations and are involved in decision making to promote a sense of belonging. Children respond positively to praise and encouragement and are confident, self-assured, happy and settled. Their behaviour is good and they develop positive relationships with adults and their peers. Children benefit from sound hygiene practices and healthy eating, promoted

by the childminder. Children have easy access to drinks of water as they play. They enjoy a selection of healthy and nutritious meals and snacks where all dietary requirements are met and any specific issues are dealt with consistently. Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency.

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	4
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 (Qualifications and training). 27/01/2012

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 (Qualifications and training). 27/01/2012