

Inspection report for early years provision

Unique reference number 101215
Inspection date 08/02/2012
Inspector Dinah Round

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 registered in 1990. She lives with her husband and their two adult children in the Reddings area of Cheltenham, Gloucestershire. The childminder uses several areas of the house for childminding, which includes the sitting room, kitchen/dining area and downstairs toilet facilities. An upstairs bedroom is available for sleep provision. There is an enclosed rear garden with paddock, grass and patio surfaces for outdoor play. The family has one dog, three goats and seven chickens.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She is currently minding three children in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a suitable understanding of children's individual needs through the close links established with parents. Children are provided with a reasonable range of play activities and experiences that adequately support their general development. However, the childminder does not always organise carefully planned activities and accessible resources to fully support children's individual learning needs. Children's welfare is satisfactorily supported overall. However, some safety measures are not in place and not all required documentation is maintained. The childminder uses informal systems to reflect on her service, to help support sufficient continuous improvement of the care she provides.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 22/02/2012

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

- ensure that risk assessing covers all areas children come into contact with, in particular, the garden pond
- increase understanding of the Early Years Foundation Stage learning and development requirements in order to observe, assess and plan for children's

- development and learning needs more effectively
- support children's increasing independence in selecting and carrying out activities, by organising resources to enable freedom of choice; make greater use of the outdoor play space to maximise children's learning and enjoyment.

The effectiveness of leadership and management of the early years provision

The childminder is satisfactorily organised and has adequate documentation in place to support children's health and welfare. The childminder has recently attended training on safeguarding children, which means she has a sound understanding of child protection issues to promote children's welfare. She knows the procedures to follow if she has a concern about a child in her care. The childminder completes visual checks of her premises to help identify potential hazards to children appropriately. However, she does not keep a record of risk assessment, which is breach of a specific welfare requirement. Overall, appropriate safety measures are in place to enable children to move around freely in their play. However, maintenance of some aspects in the outdoor play space do ensure children's safety. For example, the structure to cover the pond is not secure and the broken wood exposes a sharp nail. The childminder follows appropriate procedures when taking children on outings, making sure they are safe in suitable car seats when travelling in the car.

Children play with a varied range of clean, age-appropriate toys and resources. These are stored out of reach of children in high cupboards and set out daily by the childminder. The childminder rotates equipment to offer children different choices over time. However, this limits opportunities to promote children's independence and support child-initiated play.

The childminder recognises the need to continue to develop her childminding provision. She uses adequate informal systems, including feedback from parents, to help her reflect the on service she provides for children. All recommendations from the last inspection have been appropriately actioned. The childminder has attended safeguarding training to increase her knowledge of child protection issues and has obtained written consents to take children out in a vehicle. She has removed the hazardous substances from the toilet area so they are inaccessible to children. The childminder has purchased a few resources to help children to learn about the wider world. These actions indicate a sound capacity to maintain improvement.

The childminder values each child; she works closely with parents and carers to make sure that she supports children's individual needs appropriately. The regular exchange of information with parents and carers provides them with adequate information about their children's care, well-being and development. Parents comment how they particularly like the pictures and texts the child minder sends to show them what children do while in her care. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings

if the need arises.

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

Children are settled and confident to approach the childminder when they need support, as they receive a friendly response. They receive regular cuddles and reassurance from her to help them feel secure. The childminder links with parents to gain information about children's routines, likes and interests. Children access an adequate range of play activities and experiences that keep them sufficiently interested and occupied. The childminder is still developing her knowledge and understanding of the Early Years Foundation Stage learning and development requirements. This means that children are not always provided with suitably challenging activities, which impacts on their individual learning and development.

Children are learning to have consideration for others in their play. The childminder makes sure that each child can join in the activities and helps children learn to share and take turns. Children's communication skills are developing adequately. The childminder takes an interest in their play and promotes discussion, for example, talking to them about the pictures of the animals in the book. Children learn about number and simple problem solving through their play activities. They receive suitable support when matching the shape to the corresponding hole in the shape sorters. The childminder claps and praises children as they achieve, which helps to build their confidence and self-esteem. Children learn about their local environment. They take part in regular outings to a local group and occasional trips to the park to feed the ducks. This helps to extend their learning experiences. Children have access to some art and craft materials, through activities at the parent and toddler groups. They celebrate special occasions, for example, by making their own hats for the Christmas party.

The childminder adequately supports children's health and safety. Children learn about keeping themselves safe through the childminder's gentle reminders. They hold onto the banister, for example, when coming downstairs so they will not fall. Children appropriately learn the importance of maintaining regular hygiene routines, as the childminder teaches them to wash their hands before eating their lunch. The childminder liaises with parents about the food she provides for children, gaining information about any children's individual dietary needs. Children eat healthy options, such as jacket potatoes and cheese, and the childminder provides regular drinks so children do not become thirsty. Children go on regular outings during the week so they get sufficient fresh air and exercise. They have some access to the childminder's garden for outdoor play, although, generally it is only used at set times of the year. This impacts on children's enjoyment and learning experiences.

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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met