

Inspection report for early years provision

Unique reference number	EY427069
Inspection date	13/02/2012
Inspector	Claire Jenner
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 2011. She lives with her husband and two adult sons in the market town of Oakham, in Rutland. The home is within walking distance of local facilities including schools, shops and parks. It is accessible by a small step. The whole of the ground floor, which includes toilet facilities, is used for childminding. There is an enclosed rear garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. 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. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder creates a welcoming and inclusive environment. Appropriate systems are in place for sharing information with parents and other professionals. As a consequence, the childminder is aware of children's individual needs and circumstances and meets their needs well. Regulatory requirements are generally met, although, the childminder's current first aid certificate has recently elapsed and some of the required policies lack some of the necessary detail. The childminder is committed to personal development and has a clear vision for the sustainability of the provision. However, systems for self-evaluation are in their infancy and parents are not yet effectively involved in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- provide confirmation of completion of relevant first aid training approved by the local Authority and consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage (Suitable people). 14/03/2012

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

- develop further the use of observations and assessment to plan the next steps for each individual children's developmental progress
- extend current systems to ensure that parents are consistently provided with all the necessary information with specific regard to lost and uncollected children

- develop current risk assessments to ensure that they cover everything with which a child may come into contact
- develop systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded satisfactorily in the setting because appropriate measures are in place. The childminder has a sound knowledge of the safeguarding policies and procedures to be followed should she have concerns about a child's welfare and all adults in her home have completed full vetting procedures. Children's welfare, care and safety are generally well promoted because the childminder has taken positive steps to minimise potential hazards and keep children safe. She completes daily safety checks on all areas used prior to the children's arrival and ensures the premises are fully secure at all times. However, written risk assessments lack some of the necessary detail. The childminder deals with accidents and incidents appropriately and keeps the required records. However, her paediatric first aid certificate is no longer current. This is a requirement of her registration. The childminder provides consistent supervision and as a result, children play safely as they access a sufficient range of well organised and developmentally appropriate resources and play materials.

An equal opportunities policy is in place and appropriately implemented and the childminder has a positive attitude towards equality and diversity. Consequently, she promotes an inclusive environment. Toys and resources are attractively presented and these are easily accessible, enabling younger children to make independent choices about what toys and activities they want to play with. The childminder has established positive relationships with parents. She shares information about the children's care and routines through daily discussion and diaries. They also have access to some additional written information about her service, including her policies and procedures. However, information regarding the action she would take in the event of a child being lost or uncollected at the appointed time is unclear. Consequently, parents are not fully informed of what action would be taken should this event occur. The childminder does not care for children who attend other childcare settings but can explain how she could liaise with others to benefit the children. A sensitive settling-in process is provided for each child which encourages their feelings of safety and security in the environment. The childminder is aware of where to access support for children with special educational needs and/or disabilities and children who speak English as an additional language.

The childminder has made a sound start to her childminding business. She has attended relevant local training and she shows a commitment to her childminding and is keen to make improvements and address the strengths and weaknesses of her practice. However, systems to enable her to do this appropriately have not yet been effectively implemented. Consequently, she has been unable to identify clear priorities for further development.

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

Children are relaxed and at home in the setting. They feel safe and secure as they are familiar with the routines, know the environment well and are well supported by the childminder. Close relationships with the childminder demonstrate secure attachments and children are developing good relationships with their peers. Children clearly enjoy their activities as they are animated and display high levels of excitement as they play. The childminder actively involves herself in their games and participates with enthusiasm whilst encouraging all of the children to join in. For example, a game of bubble blowing results in the children laughing loudly as they eagerly try to catch the bubbles before they fall to the ground.

The childminder has a sound knowledge of the Early Years Foundation Stage learning and development requirements and as a result, children make steady progress towards the early learning goals. Formal written plans are completed which are then linked to themes and reflected in activities across the six areas of learning. Focussed and spontaneous observations of children's development are beginning to be completed and matched to the areas of learning. The childminder has begun to track children's progress and each child has a developmental file containing observations, photographs and examples of their work. However, the childminder does not yet effectively use this information to plan for individual children's next steps. Consequently, this has a potential impact on the progress children make.

Children have access to a sufficient number of age-appropriate toys and resources within the identified play space and enjoy a good balance of adult-led and child-initiated activities. This helps to ensure children enjoy a variety of learning experiences. Their social skills are developing appropriately as the childminder takes them to various settings in the local community. For example, play and stay sessions and the local library and park where they meet people from the wider community. Children are confident and their behaviour is generally good. Young children are supported by the childminder to learn to share and take turns with resources and develop an understanding and respect of others. For example, two children playing with small world toys are encouraged to take it in turns, share the equipment and are offered alternatives whilst they wait for their go. Any disagreements are dealt with calmly and appropriately by the childminder. Clear boundaries are set, helping children to develop a good understanding of right and wrong and there is an emphasis on celebrating children's positive behaviour and achievements. Consequently, children's confidence and self-esteem is promoted.

A good range of books including some that reflect the wider world are readily accessible to children who show great pleasure in sharing them with the childminder who supports their interest well. They enjoy singing action songs and rhymes and enthusiastically join in with the words and movements of the familiar songs. Children's creative development is effectively promoted as they listen to music and access a range of musical instruments. The childminder provides them with a range of art and craft materials which children are supported in using to

make their own pictures. These are either displayed in the childminder's home or taken home to share with their families. Children have the opportunity to enjoy outdoor play, for example, as they use the garden and enjoy regular walks in the local environment or visit the local parks and recreational areas. In addition, they have opportunities to enjoy physical activity indoors. For example, they enjoy music and movement sessions or practice bouncing and catching balls with the childminder.

Children develop an appropriate understanding of healthy lifestyles through routines and practices, outdoor play and walks, snacks, access to drinking water, and the importance of hand washing. For example, The childminder works closely with parents to ensure children are provided with a balance of healthy meals and snacks and that their individual dietary needs are recognised and met.

Children learn how to keep themselves safe as the childminder reminds them of safety rules within and outside of the home and the potential consequences of such actions. For example, not to climb on furniture in case they fall, or aspects of road safety when out walking.

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 compulsory part of the Early Years Register section of the report (Qualifications and training) 14/03/2012

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 compulsory part of the Early Years Register section of the report (Qualifications and training) 14/03/2012