

## Inspection report for early years provision

---

|                                |             |
|--------------------------------|-------------|
| <b>Unique reference number</b> | 120999      |
| <b>Inspection date</b>         | 10/11/2011  |
| <b>Inspector</b>               | Lisa Toole  |
| <b>Type of setting</b>         | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1989. She lives with her husband and one adult son in Arundel, West Sussex. The ground floor of the premises is used for childminding and there is an enclosed garden available for outside play. The family has a pet cat. The childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. There is currently one child on roll in the early years age group. The childminder is on the Early Years Register and on 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 meets the needs of the children in her care to a satisfactory level. She is caring and attentive and encourages children to feel a sense of belonging within her home. Children are making sound progress towards the early learning goals; they enjoy activities across all areas of learning of the Early Years Foundation Stage framework though this is an area for further development. Partnerships with parents are good because the childminder invests time and energy into working collaboratively with them for the benefit of their children. The childminder keeps children suitably safe and promotes their health soundly. She is in breach of a requirement regarding documentation and administering of medication.

## 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 before administering medication to children; keep a written record of medicines given to children and inform parents. (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 17/11/2011

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

- develop the range of appropriate play and learning experiences based on the children's interests and needs to help children become competent learners

## **The effectiveness of leadership and management of the early years provision**

The childminder has a secure understanding of her role and responsibilities regarding safeguarding. This helps her to identify when a child may be at risk of harm and means she is able to follow the correct, referral procedures. She provides children with a safe, secure play environment through her supervision and vigilance, record of risk assessments and maintenance of most mandatory documentation. She carries out satisfactory risk assessment for the outings she undertakes to keep children safe when out and about. She does not seek written consent from parents to administer all prescribed medication, including teething gel and creams; she does not always record when she has given these. This is a breach of a specific legal requirement, which has an impact on how she protects children's welfare.

The childminder's home is clean and comfortable with space for children to move around and play freely, both in and out of doors. A broad range of play equipment and resources is accessible to children, to capture their interest and offer challenge across all areas of learning. This also promote positive images of ethnicity, disability and culture, so that children learn about equality and diversity. Parents are kept well informed about their child's day through regular exchanges of information and ideas to support their future development. The childminder spends time with parents finding out about their child's specific needs, enabling her to care for them appropriately and in line with their wishes.

Currently, the childminder is not caring for children who attend other early years provisions. She is suitably aware of working collaboratively with specific agencies, or other childcare settings, in order to support children as effectively as possible. The childminder takes some steps to identify her strengths and priorities for improvement, in order to enhance the outcomes for children. She seeks the views of parents through the use of a questionnaire and attends courses to increase her knowledge of childcare related issues.

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

Children show through their behaviour that they feel content, secure and settled with the childminder; she is caring and attentive, supporting their welfare through her nurturing approach. For example, young children contentedly snuggle up close with her as they nod off to sleep, with her following their routines from home to support their health and welfare. She provides them with a clean environment where her daily routines and practices reduce possible risks of cross infection. She maintains a paediatric, first aid certificate, along with records of any accidents the children sustain. Their healthy diets are supported through her collaborative working with parents who provide their children with food to have at her home. She ensures that they have regular drinks throughout the day, which also supports their healthy diets. Children have daily opportunities to get fresh air and exercise; toddlers enjoy space to crawl around and begin to stand as they gain physical strength and mobility. Safety issues, such as road safety, are soundly taught

during the regular outings she undertakes around the local community. At home, she helps keep children safe through close supervision and reducing potential risks. The children enjoy a satisfactory range of activities appropriate for their age, capabilities and interests, which incorporate the six areas of learning. However, this is an area for further improvement to provide children with more challenge, in order for them to become active learners who develop resilience. The childminder has clear systems in place to observe and monitor children's progress. She records their achievements in individual journals and on assessment maps provided by the local authority. Toddlers enjoy playing with bubbles, learning how to stretch out and grasp them as they fall to the ground. Their imaginative play is enhanced through using small world characters and a variety of materials for sensory development. Key skills for the future, such as language and literacy, numeracy and technology are supported appropriately. The childminder responds positively to toddlers' babbling, reads stories and sings rhymes as the children begin to learn how to communicate and express themselves. Children are able to make a positive contribution as they learn about the wider social world. They are suitably supported to behave appropriately and benefit from positive role modelling by the childminder.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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 regarding medication (also applies to the voluntary part of the Childcare Register) 17/11/2011

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 in the early years section of the report regarding medication. 17/11/2011