

Inspection report for early years provision

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Inspection date	16/02/2012
Inspector	Sheena Gibson
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 1995. She lives with her husband and three adult children in a village near Chesterfield. Access to the home is via nine steps down to the front or rear door. The home is close to local amenities, such as schools, shops and parks. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family has a dog and a gerbil. The childminder regularly minds with another childminder at the premises.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, three of whom may be in the early years age range. There are currently five children on roll, all of whom are in the early years age group. When working with another childminder they may care for a maximum of eight children under eight years at any one time, six of whom may be in the early years age range. The childminder walks to the local schools and playgroups to take and collect children. She attends the local carer and toddler group and takes children to the local library, shops and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder suitably supports the individuality of children and so their needs are appropriately met. In general, methods used to promote learning help them to make satisfactory progress. Suitable steps are taken to maintain children's safety and documentation contributes to practice, although not always effectively. The childminder has developed positive relationships with parents and external providers to help with consistency for children. She has begun to evaluate her practice and has taken steps to improve her knowledge and skills further.

What steps need to be taken to improve provision further?

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

- ensure that children cannot leave the premises and that intruders cannot enter the premises (Suitable premises, environment and equipment) 17/02/2012
- ensure that a record of accidents and first aid treatment is kept, and inform parents of any accidents or injuries sustained by a child and of any first aid treatment that was given (Safeguarding and promoting children's welfare). 17/02/2012

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

- carry out regular observations of children, analyse these to effectively identify next steps and use this information to inform future planning
- carry out a risk assessment covering anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

On the whole, children are appropriately safeguarded in the home. The childminder is able to recognise indicators of child abuse. She has a suitable understanding of how to record and report a concern, with relevant information to refer to if required. The childminder supervises children well when they are indoors or out on a trip. She has begun to assess safety in the home and has taken some steps to keep children safe. For example, she uses socket covers and has a fire guard in place. However, she does not ensure that all external doors are always locked when children are present, nor is she risk assessing everything that a child may come into contact with, such as potential hazards in the garden area. As a result, children's safety is potentially compromised. The childminder has sufficient documentation, records, policies and procedures in place, such as a complaints policy and a safeguarding policy. Children's personal details contain information that helps to support their individual needs.

For the most part, records and documents are adequately maintained. However, while the childminder maintains a current first aid certificate, she is not recording all types of accident that children have, which may impact upon their well-being. The childminder has addressed the recommendations from the previous inspection. She has begun to complete the Ofsted self-evaluation form to identify some of the strengths and weaknesses of her provision and has taken steps to improve her skills. For example, she has completed an early years qualification. The childminder has developed informal relationships with parents. At registration she discusses her policies with them and they share information about children's needs. Daily discussions keep parents and the childminder informed, with a communication book giving parents information about, for example, what the children have eaten and activities they have been involved in. This contributes to them having a satisfactory involvement with their child's care. Early relationships with some external providers contribute to consistency of care for children.

The childminder adequately promotes equality and diversity. Children's particular needs are given due concern. Their routines are followed and their preferences and interests used when deciding on what activities to put out. Activities do not stereotype or discriminate; for example, a female child enjoys playing with a male action figure doll. Children are beginning to learn about diversity through, for example, learning how the word 'hello' sounds in different languages. There are a suitable range of resources that depict positive images of other people. The management and deployment of resources means that children are able to access an adequate range of toys and activities that are safe and age appropriate. For example, toys are placed on the floor for young children and changed as they lose interest in them.

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

Children are beginning to understand about good hygiene through daily routines. For example, they know to wash their hands before snack. They also learn when out on a trip that they need to wash their hands after touching animals. They enjoy healthy meals and snacks, such as grapes, oranges and bananas. They freely access their drinks and so remain hydrated. A sickness policy that is shared with parents reduces the risk of illness spreading as parents keep their children at home if they are unwell. Children demonstrate a feeling of security in the provision. They are assertive and are confident to ask for things that they want or need. For example, they inform the childminder that they need the toilet and ask for a different snack if they do not like a particular fruit. The childminder explains why they should sit sensibly on a stool and about road safety when out in the community. This helps children to understand how to keep themselves safe.

Children are confident and enjoy their time in the setting. They are beginning to develop skills through the play activities provided. For example, they make necklaces from threading large buttons of different colours. The childminder understands what interests the children and uses this to engage them with different activities. She is beginning to undertake observations of the children to assess progress. However, these are not regular and are not being used to effectively identify the children's next steps. Therefore, the planning of activities sometimes lacks purpose. The childminder sits on the floor with the children and speaks to them about what colours they are using. Their problem-solving skills are challenged when they work out how to fit a puzzle together, discussing which pieces match. They also discuss letters and sounds when putting together an alphabet jigsaw, promoting language skills. They are becoming independent and manage their own needs, such as using the toilet. They are also learning to put on and take off their own outer clothing. They all enjoy books and understand how books work. Some children sit looking at a book and create their own story from the pictures, and then enjoy the story told by the childminder. Children enjoy dressing up and using their imagination to be a princess or a bride.

Children have suitable opportunities for fresh air and exercise. For example, they go for frequent walks and visit the local park to use climbing and balancing equipment. Children benefit further from trips out into the local community, such as visiting the shops and playgroups. This offers further social experiences and development opportunities. They are beginning to understand about appropriate behaviour and being tolerant of each other. For example, the childminder explains about sharing. Older children are often considerate to younger ones, showing them how to do certain tasks. They are learning to use manners and to care for the toys through, for example, tidying up periodically if the room becomes messy or if they want to play with something else.

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:

- ensure that a child is unable to leave the premises unsupervised (Suitability and safety of premises and equipment) 17/02/2012
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 17/02/2012
- ensure a record is kept of accidents which involve the children being cared for occurring on the premises where childcare is provided (Records to be kept). (also applies to voluntary part of the Childcare Register) 17/02/2012

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 Childcare Register (Suitability and safety of premises and equipment, Records to be kept). 17/02/2012