

Inspection report for early years provision

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Inspection date	23/02/2012
Inspector	Melanie Arnold
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 was registered in 2007. She lives with her two children aged 11 and six years in Lincoln. All areas of the ground floor are used for childminding, with bathroom facilities located on the first floor. The premises are accessible by one step. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is 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. 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.

Children are supported and their specific needs are met because the childminder works in partnership with parents, carers and other providers. Some appropriate systems are in place to promote children's learning and to safeguard them from potential harm, while other systems have yet to be developed to ensure all requirements are fully met. The childminder has made adequate improvements since the last inspection; however, her own process of self-evaluation is not yet in place to effectively identify clear targets for further development.

What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 15/03/2012
- keep the indoor premises secure to ensure that children cannot leave unsupervised and to prevent intruders from entering the premises (Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register) 15/03/2012

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

- develop ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- ensure the risk assessment covers everything with which a child may come

- into contact and includes outings
- develop a culture of reflective practice through self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the childminder's care, where space and resources are adequately organised to meet their needs. The childminder implements appropriate policies and procedures in some areas to protect children's well-being. For example, she maintains a current first aid certificate to ensure she can deal with any emergency situations as they arise, and she ensures children are supervised at all times. However, the childminder is not meeting two specific welfare requirements in full, which potentially compromises children's health and safety in these areas. For example, although the childminder ensures the outside area is kept secure, she does not maintain her home securely to prevent anyone leaving or entering the premises unsupervised. Also, although parents are provided with details of medication given to their own children, the childminder is not maintaining her own record of this to fully meet requirements. Other documents and records are in place and most are completed with necessary information to meet children's needs. For example, the childminder has an appropriate child protection policy in place and she has updated her knowledge of these procedures to help protect children from possible abuse and neglect. She uses a relevant risk assessment process to identify and minimise potential hazards and she keeps a written record of these checks for the home and garden. However, although she appropriately risk assesses outings with children, she does not keep a written record of these checks.

Partnership working in the wider context is satisfactory, with some good aspects. Relevant information is continually exchanged with parents and carers to ensure children's backgrounds and beliefs are respected and valued. Children with additional health care needs are well cared for because the childminder has clear health care plans in place for each child. She also works closely with parents, carers and other providers, sharing vital information to meet children's specific requirements. However, details about children's learning and development are only adequately shared with parents, carers and other providers. The childminder has developed her practice by working on the recommendations raised at the last inspection. She now has an adequate range of resources depicting positive images of diversity, which helps children to value differences. The childminder is generally aware of her strengths and some areas requiring further development. However, a robust system of self-evaluation has yet to be developed to ensure all areas of the childminder's provision are monitored and continuous improvements are made.

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

Children make satisfactory progress in their learning and development. They engage in a suitable range of activities and experiences which are planned around their interests and specific needs. For example, activities are adapted to ensure the inclusion of all children. Basic observation and assessment systems are in place, however, links have yet to be made to the areas of learning to ensure children's progress is effectively monitored and their individual next steps for learning are identified and planned for. Children have fun in the appropriately resourced indoor environment, where they freely access an adequate range of toys and resources to meet their needs. They also benefit from daily opportunities to play outside where they enjoy playing with a suitable range of activities and resources. For example, an easel with a chalk board and magnetic drawing boards are set up outside to provide children with opportunities to develop their mark-making skills, with older children independently writing their name. Inside, children enjoy using their imagination as they dress the dolls in different outfits. Children's counting abilities are promoted as the childminder encourages them to count during everyday play opportunities, and singing activities help children of differing ages to develop their communication skills. Painting, messy play and other hands-on learning experiences provide younger children with opportunities to explore using their senses. Children use a suitable range of electronic toys and resources, which enables them to develop their interest in information and communication technology.

All children are respected and valued in line with their individual needs, backgrounds and beliefs. They play cooperatively together, sharing and interacting with their peers. Their good behaviour is promoted through regular praise and encouragement, with relevant strategies in place to deal with unacceptable behaviour. Children are cared for in a clean home where appropriate strategies are in place to help minimise the risk of cross-infection. They learn to maintain their own health and well-being as they are encouraged to develop appropriate hand washing practices as part of the daily routine. Children are provided with a balanced diet to meet their dietary requirements and their awareness of healthy eating is promoted through discussion. Relevant safety procedures and precautions are in place to help safeguard children in most areas. Appropriate strategies are followed for outings, which ensure children remain safe when they are away from the childminder's home. Children are beginning to learn about safety issues through regular practices and discussions.

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:

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 (Records to be kept, Suitability and safety of premises and equipment). 15/03/2012

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 early years section of the report (Records to be kept, Suitability and safety of premises and equipment). 15/03/2012