

Inspection report for early years provision

Unique reference number	209911
Inspection date	21/02/2012
Inspector	Linda Moore
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 1999. She lives with her husband and one adult child and two children aged 14 and 15 years. They live in a detached house in the Stretton area of Burton on Trent. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The location is convenient for schools, pre-schools and shops. The setting operates each weekday from 8am to 6pm all year round.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently five children on roll, two are on the Early Years Register. The childminder 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 provides an inclusive and welcoming setting. Space and toys are organised to encourage children to self-select and explore the environment. Positive relationships have been formed with parents. Children's learning and development is promoted however, further review is needed in respect of introducing a system for observation and assessment. Some additional records are necessary to comply fully with requirements. The childminder demonstrates a satisfactory capacity to develop her practice although there is no system in place to monitor this process.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 08/03/2012
- keep written records of all medicines administered to children and inform parents (Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register) 08/03/2012

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

- use observation and assessment to plan the next steps in a child's

developmental progress to ensure each child receives appropriate support;
share relevant information with parents

- update the record of risk assessment to include any assessments of risks for outings to ensure children's safety
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

The childminder implements suitable procedures to maintain children's safety and welfare. She has a secure knowledge of safeguarding procedures and a clear understanding of how to report any concerns about children in her care. This helps to protect them from harm and neglect. The home environment is safe and the childminder demonstrates that she identifies and takes action to minimise any potential risk to children. Daily checks are routinely undertaken to ensure all areas are safe before children arrive. Suitable safety equipment is fitted around the home and toys and resources are suitable and safe for children to use. A written risk assessment of the property is completed annually and updated as needed. However, although a risk assessment is completed for outings there is no written record in place to show this. Appropriate steps are taken to promote children's health. The premises are kept clean and well maintained and provide sufficient space for children to play and enjoy their day. Suitable procedures and routines are implemented to help reduce the risk of cross infection and arrangements are in place should a child become ill or have an accident. Basic record keeping is in place. A record of accidents is maintained and parents' signatures are obtained. The childminder follows parents' written instructions and permission prior to administering any medication. However, these records were not available on the day of inspection as they have not been retained by her and this is a requirement. In addition no information is sought in respect of which adults have legal contact and parental responsibility for each child and this is also a requirement.

The childminder strives to ensure all children feel included and valued. Parents are encouraged to share what they know about their child so she is well informed and able to meet their individual needs. The childminder keeps them informed through daily verbal feedback about their child's well-being and what they have been doing. She has extensive experience of caring for children and understands how they learn and develop skills across the different areas of learning. Children are observed as they play to determine what they can do and ensure the activities offered are suitable for their level of ability. This supports their learning and means they can participate and enjoy themselves. However, there is no assessment system in place to effectively track and monitor children's progress and accurately identify children's next steps to inform planning. Consequently, activities are not used to full effect to maximise children's learning potential. Parents are positive about the care their children receive and feel informed about their child's general well-being and progress. However, the absence of an observation and assessment system does limit how they can contribute to and become involved in their child's learning. There are presently no children on roll who attend other settings; however, should this change the childminder has considered how information will

be shared to ensure consistency in children's learning and development. The childminder demonstrates a sufficient capacity to improve. She is able to describe some areas for future development; however, there is no system in place for self-evaluation to support the ongoing reflection of her practice.

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

Children settle well and are confident and comfortable in the childminder's company. They have formed warm and positive attachments with her and receive good levels of attention; this helps them to feel cared for and valued. The childminder interacts well as children play, joining in and talking with them. This helps increase their enjoyment and learning. A range of toys and equipment are available to engage children's curiosity and these are selected based on children's ability and interests and organised so they can help themselves.

Children begin to develop self-help skills as they feed themselves and learn how to take off their shoes. They help with small tasks such as putting items in the bin following a snack. Children's speaking and listening skills develop as they play. The childminder talks to them about what they are doing and they listen and try to repeat the words they hear. Early writing skills develop as they are encouraged to make marks on paper with paint and thick crayons and the childminder talks about the patterns they make. Children enjoy books and story telling, particularly books that make noises where they can listen and learn to distinguish between sounds. For instance, when reading a book with animal noises, on hearing the sound of a horse the child correctly identifies and picks up a picture of a horse. Children learn about shape, space and measure as they manipulate and post objects through slots, match and insert jigsaw pieces and build towers with bricks. During play the childminder helps the children name the different shapes and colours and count how many. Children benefit from her positive intervention as she sits alongside them as they play to ensure they succeed and are sufficiently challenged. Children's imagination and creativity is fostered. They enjoy taking on different roles during role play and design and make pictures with paints and collage materials. This gives them opportunity to handle and manipulate tools, such as glue sticks, brushes and scissors.

Children learn about the natural environment and wider world through resources, activities and discussion. They find out about peoples similarities and differences as they use play figures, books and dressing-up clothes that reflect the ethnic, cultural and social diversity in society. This promotes an early awareness and respect for others. Children are encouraged to develop good hygiene habits, such as washing hands before eating and after using the toilet. They learn the importance of a healthy diet and taking exercise. The childminder provides healthy snacks, such as fresh fruit, and children can independently access drinks throughout the day. They have opportunities to be active and develop physical skills as they walk to the local park to play. The childminder takes suitable measures to ensure children's safety during outings, such as helping them learn how to cross the road safely. The childminder manages children's behaviour in an

appropriate manner and offers a positive role model, consequently they behave well and understand rules.

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:

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (Records to be kept). (also applies to the voluntary part of the Childcare Register) 08/03/2012

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 Childcare Register (Records to be kept). 08/03/2012