

Inspection report for early years provision

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| Unique reference number | EY341858 |
| Inspection date | 07/03/2012 |
| Inspector | Anna Davies |
| 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 2006. She lives with her brother in Peterborough, Cambridgeshire. The whole of the childminder's house is registered, although, childminding generally takes place on the ground floor. There is a fully enclosed garden for outside play. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family has a pet dog.

The childminder is registered on the Early Years register as well as the compulsory and voluntary parts of the Childcare Register. She 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. She is currently minding one child in this age group. The childminder supports children who speak English as an additional language. The childminder is working towards the Early Years and Childcare Quality Framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are valued as individuals and are developing warm relationships with the childminder in the very short amount of time they have been in her care. Most required documentation is in place, in order to promote children's safety and welfare. Children participate in a sound range of activities which enables them to make satisfactory and steady progress. Skills in observing and assessing children's learning and planning for their future learning are developing. The childminder demonstrates a very positive attitude to improvement now that she is back childminding children, as well as her grandchildren and has satisfactory systems of self-evaluation in place.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 21/03/2012

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

- obtain written parental permission for children to take part in outings
- improve the provision of resources and images that help broaden children's understanding of other cultures and to reflect more positive images of diversity

- develop further the system for planning, observation and assessment to ensure each child participates in purposeful and challenging activities that are individually tailored to meet children's learning and development needs
- ensure that good hygiene routines for handwashing are consistently promoted.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a suitable understanding of the procedures to follow should she have concerns about a child in her care. She shares a relevant safeguarding policy with parents, to ensure that they are fully aware of her duty to report concerns. Effective risk assessments are undertaken, which demonstrate the childminder's suitable understanding of potential risks to children and the action necessary to ensure their safety. For example, a stair gate is located across the bottom of the stairs to prevent children accessing this area unsupervised. Children are encouraged to begin to learn about their own and others safety, as they practise road safety when out in the local community, as well as regular evacuation drills.

The childminder satisfactorily promotes inclusion. She is aware of individual children's needs and circumstances and tailors her care accordingly, providing stability and reassurance to those new in her care. Appropriate systems are in place to support children who speak English as an additional language. A satisfactory range of resources are made freely accessible to children under the stairs. These are rotated with others stored upstairs. The childminder has made this area inviting for children by displaying posters. However, there are few resources and images reflecting diversity to ensure that children receive positive messages about people's similarities and differences during their play. The garden is not currently used but the childminder plans other appropriate opportunities for outdoor activities. The childminder has a sound understanding of working with other providers, should children attend more than one setting in the future, in order to promote continuity. Parents are encouraged to contribute what they know about their children by making observations themselves and by using disposable cameras to record special events. Most permissions are obtained from parents at the start of care so that they are generally clear about the activities offered. However, permission to seek any necessary emergency medical advice or treatment in the future, has not been obtained which does not fully promote children's safety in the event of an emergency and is a legal requirement. Furthermore, parents have not been asked to give written consent to children going on outings or visits.

The childminder has lots of ideas for future development now that she has begun minding other children as well as her grandchildren again. These appear well targeted, to bring about improved outcomes for children and along with a clear commitment to her own professional development, demonstrate the childminder's clear drive and enthusiasm for her job. Generally effective systems of self-evaluation are in place and are being adequately used to reflect on practice. Recommendations from the last inspection have been satisfactorily addressed.

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

Children are offered a satisfactory range of activities and appropriate support, ensuring they are able to make steady progress in their learning and development. For example, as children share a book with the childminder, she ensures everyone can see the pictures and participate by feeling the different textures the book contains. She also asks simple questions to encourage simple problem solving and introduces counting as she reads. Observation, assessment and planning systems have previously been established. However, these require further development in order to be fully effective and to support new children's learning and development in all areas. The childminder has a satisfactory understanding about making observations of children and using these to identify next steps of learning. However, these are not made frequently enough or securely, across all areas of learning. As a result, they are not able to be used effectively to help inform individualised planning for individual childrens specific learning needs. A satisfactory range of information is gathered from parents when children start, such as, their interests, likes and dislikes. The knowledge of which, helps the childminder to settle children in successfully.

Children are developing warm relationships with the childminder, spontaneously putting their arms out for a cuddle and playing games of peek-a-boo with her. They enjoy the company of the childminder's grandchildren and begin to learn about sharing popular resources. They are encouraged in early mark-making activities with crayons and magnetic drawing boards. The childminder talks to children as they play and repeats key words in books. This supports childrens communication development and especially those who are learning English as an additional language. Children hear number language and concepts as the childminder, for example, tells them 'just one' or 'one more' as they choose a snack. Children gain a suitable understanding of the world around them as they enjoy trips to local places of interest and walks. They attend local groups so that they may socialise with others and use local amenities, such as, the library and shops. Children show curiosity as they press the buttons of electronic toys to hear the sounds they play. All of these simple activities lay satisfactory foundations to support future learning. Children have satisfactory opportunities to develop their physical skills in the indoor and outdoor environment, such as, attendance at the local soft play centre. They are able to demonstrate their creativity through an adequate range of art and craft, role play and musical activities.

There are satisfactory procedures in place for changing nappies hygienically. For example, the mat is wiped clean between changes and the childminder uses anti-bacterial gel to sanitise her hands. However, handwashing routines for children are less consistent. For example, children sit to eat a snack, all selecting items from one bowl but have not washed their hands prior to doing this. This does not help reduce the risk of cross-contamination or consistently teach children the importance of following good hygiene routines. The childminder holds a valid first aid certificate which ensures she is able to effectively deal with any minor injuries. Records kept in relation to accidents and the administration of any medication, are

all maintained appropriately which promotes childrens' welfare and safety. Children's behaviour is appropriate given their age and the childminder gives children praise for their efforts which boosts their self-esteem and confidence.

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

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| 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

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| 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 | 2 |
| 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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| 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

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| 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

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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