

## Inspection report for early years provision

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<b>Unique reference number</b>	EY262876
<b>Inspection date</b>	27/03/2012
<b>Inspector</b>	June Rice
<b>Type of setting</b>	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 2003 and provides care along with her father, mother and sister who are also registered childminders. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The childminder holds a National Vocational Qualification (NVQ) level 3 in childcare and is a member of the national childminding association.

The care is usually shared with the co-childminders. When working alone there are three places for children in the Early Years Foundation Stage and three places for children aged between six and seven years; this provision is registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. When working with her co-childminder(s), there are six places for children in the Early Years Foundation Stage. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a positive attitude towards continued improvement. She has recently evaluated her provision and is aware of most areas that require improvement. The childminder makes good use of space she is committed to working in partnership with parents, local schools and other early year's providers. This ensures children continue to make good progress in an environment in which they feel safe and secure. However, the provider is in breach of a requirement relating to required documentation that has the potential to affect children's safety and welfare.

## 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 for each and every medicine from parents before any medication is given (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 03/04/2012

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

- ensure hand washing routines are promoted consistently
- update the record of risk assessment to include any assessments of risks for

outings.

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

The childminder works in partnership with parents and others to safeguard children. She demonstrates a good understanding of child protection procedures, and is familiar with possible signs and symptoms of abuse. There is a record of visitors to the premises, and written procedures are in place in the event of lost, uncollected children and safeguarding. Parents receive a copy of all policies and procedures, and sign them as read and understood. Most required documentation is in place. However, the system for obtaining written permission for medication is not robust enough. On one occasion the childminder failed to obtain written permission to administer medication and this is a breach of requirements. A record of risk assessments identifies possible hazards and the action taken to reduce any risks. However, it does not include a record of risk assessments for outings.

The childminder has developed good working relationships with parents, and others and this ensures that she continues to meet children's individual needs very effectively. For example, the childminder supports children in their transition to and from other settings through detailed discussions with parents and other carers about children's individual needs and the progress they are making. The childminder is also involved with children's transition visits to school, and this helps them to settle quickly. The childminder has successfully evaluated her provision and its impact on children's learning and well-being, and she is aware of her strengths and most areas that can be improved. The childminder has continued with her personal development and attended relevant training in, first aid, common assessment framework (CAF), safeguarding and food safety.

The childminder demonstrates that she knows her children well. She supports their learning through a good range of activities and play opportunities. Systems for planning, observation and assessment are in place. For example, children's progress is recorded with the use of photographs and written observations that are clearly linked to the six areas of learning, and although the records do not identify their next steps in learning, in discussion the childminder was very clear about the next steps she had identified and planned for. Inclusive practice is promoted very effectively by the childminder who promotes equality for all through resources and activities that introduce children to diversity. Resources are well displayed around the play area within easy reach of children to encourage their free exploration and choice.

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

Good health and well being is well promoted by the childminder. For example, children who are infectious are excluded to protect others, and well established systems are in place to record accidents and existing injuries. Children help

themselves to tissues to clean their nose, dispose of them into a bin, and are encouraged to wash their hands. However, hand washing is not consistently promoted. For example, children playing outside are not reminded to wash their hands before they have their snack. Children learn about healthy eating through the provision of healthily balanced meal, fresh fruit and vegetables. They plant and grow a variety of vegetables such as; lettuce, cabbage, tomatoes, radishes, broad beans, spring onion and butternut squash which they picked, washed and used in salads. Children are encouraged to be active through a range of activities that promote physical exercise. For example, they use a trampoline, slide and climbing frame and talk about what muscles they are helping to make strong.

Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they are careful not to walk in front of children using swings, they climb the steps to the slide very carefully and practice and emergency evacuation. They talk about stranger danger and how to stay safe during outings. Inclusive practice is very well promoted by the childminder who treats children as individuals and will challenge discrimination. They are encouraged to be inquisitive about the wider world through activities that promote their understanding of diversity and help them to develop a respect for each others differences. For example, they learn about festivals that are celebrated around the world and sample food from other countries. Photographs, books and small world resources provide children with positive images of people from different countries and people with disabilities.

Children make good progress in communicating, literacy and numeracy. For example, when children show a lot of interest in a spider, they look at it very closely to count the spiders' legs. They find a snail shell and talk about the shell being a home. The childminder encourages children's conversational skills as she holds lots of general conversations with them, encouraging and supporting their imagination. For example, they gather their dolls and pushchairs to go supermarket shopping and go off for a walk around the garden. They extend this role play naturally by gathering small chairs to make a car, sit on them and make rocking movements with their bodies, and say 'brum brum, beep beep'. Children become engrossed while playing with sand. They talk about the shapes they are making, use a space to shovel and a fork to scrape it. They use their hands to explore the texture and talk about the sand being too wet to pour through the sieve. Children learn how things grow by planting seeds and caring for them. Children are learning about quantity, empty and full as they put water into measuring jugs, and sort the different size jugs into size and colour.

## 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	2
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	2
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
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### 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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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 part of the Childcare Register 03/04/2012

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 part of the Childcare Register. 03/04/2012