

Inspection report for early years provision

Unique reference number	EY437148
Inspection date	11/05/2012
Inspector	Helen Blackburn

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2011. She lives with her husband and five children aged 15, 12, eight, six and four years in the Sprotbrough area of Doncaster. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor and a first floor bedroom are used for childminding. There is a fully enclosed garden available for outside play. The family has a dog, three cats and fish as pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. 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. There are currently eight children attending, of whom three are within the early years age range. The childminder is registered to provide overnight care. She is able to take and collect children from local schools, nursery and pre-schools. 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.

The childminder has sound relationships with the children, parents and others involved in children's care. Children are cared for in a safe and clean learning environment where the childminder appropriately promotes inclusive practice, positive behaviour and independence. Overall, observation arrangements contribute to children making steady progress in their learning. Most documentation, policies, procedures and training requirements are in place to promote the safe management of the setting. The childminder's commitment to promoting continual improvement is sound and she is beginning to use self-evaluation to bring about change.

What steps need to be taken to improve provision further?

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

- complete training approved by the local authority that provides support for childminders in meeting and putting into practice the requirements of the Early Years Foundation Stage (Suitable people) (also applies to both parts of the Childcare Register) 18/06/2012
- ensure the risk assessment record includes particular aspects of the environment that need to be checked, when it was carried out, by whom, date of review and any action following a review (Suitable premises, environment and equipment) 28/05/2012

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

28/05/2012

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

- develop further self-evaluation and quality improvement processes as the basis of ongoing internal review
- develop a systematic and routine approach to observation and use these observations to identify and plan for individual children's learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder's arrangements for safeguarding and promoting children's welfare are sound. Overall, she has a sufficient understanding of her responsibilities in protecting children from harm. For example, she is aware of possible signs of abuse and neglect and she is beginning to gain an understanding of the procedures outlined in the Local Safeguarding Children Board guidance. The childminder ensures all adults living on the premises complete appropriate checks and she supervises any visitors to the home. This contributes to her keeping children safe and protected from harm. Overall, the childminder maintains most documentation, policies and procedures to promote the safe management of the setting. For example, her policies outline how she tackles unfair discrimination, deals with complaints and manages children's behaviour. However, there are breaches in some specific legal requirements that may compromise children's welfare. For instance, the childminder does not request at the time of a child's admission written parental permission to the seeking of emergency medical advice. In addition, although she risk assesses her home, her record of these checks lacks information. For example, it does not include all aspects of the environment that need to be checked or a date of review. Furthermore, although the childminder has arranged to attend an approved childminder training course, she has not completed this within six months of registration. The children play in a safe and clean learning environment. This is because the childminder adopts regular cleaning routines and she carries out safety checks to ensure appropriate precautions are in place to minimise the risk of accidents. The deployment of resources is appropriate. For example, the childminder organises a selection of resources around the home so that children can make safe and independent choices in their play. In addition, she is starting to make use of the local community to extend children's experiences. For example, children enjoy visits to the park and the local toddler group.

The childminder's commitment to developing her practice and service is sound. She understands the importance of self-evaluation and she is beginning to identify ways in which she can improve outcomes for children. For example, she recognises how keeping daily diaries of children's experiences will improve the information she

provides to parents. However, her self-evaluation systems are not fully robust and lack focus around monitoring all aspects of her service. She is beginning to seek the views of parents and children so that she adopts an inclusive approach to monitoring her service.

The childminder has positive relationships with the parents and she is aware of importance of liaising with others involved in children's care and learning. For example, she knows to work with other agencies if children need any additional support or help. Through appropriate communication with parents, the childminder knows the children well. This means she meets their individual needs. Through written policies, procedures and discussion the childminder appropriately informs parents about her service. Comments from parents are positive, especially about safety and the care children receive.

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

The childminder has sufficient arrangements in place to manage illness, infection and hygiene to promote children's health and well-being. For example, through everyday practical routines, such as hand washing, she helps children to learn about the importance of good personal hygiene practices. Through providing a varied range of healthy and nutritious meals and snacks, the childminder appropriately supports children's healthy growth and development. The childminder encourages the children to lead a healthy lifestyle because she provides sufficient opportunities for them to be active and to access fresh air. For example, they enjoy playing at the park and in the garden. In addition, through activities such as posting shapes into boxes, pouring water and painting, children are developing appropriate dexterity and coordination skills.

Overall, observation, planning and assessment arrangements contribute to children making steady progress in their learning. The childminder knows the children well and she is aware of their abilities, likes and interests. She is beginning to observe the children's play and she understands the importance of tracking their progress against the expectations of the early learning goals. However, she has not yet developed a systematic and routine approach to her observations so that she can prioritise and plan for children's learning priorities. The childminder ensures children access a varied range of activities and experiences across most areas of learning. For example, through role play, arts and crafts, children are able to express their imagination and creativity. In addition, through song, rhymes, games, jigsaws and mark making, the childminder is appropriately supporting children's early literacy and mathematical development. The children are happy and they have a positive and enthusiastic approach to their play. For example, they laugh and smile with pleasure as they chase through the tunnel. In addition, children are encouraged to be independent. For example, young children are given the time and space to feed themselves when eating their lunch.

There are positive relationships between the childminder and children. These relationships, alongside established routines and continuity ensure children feel safe and secure in her care. For example, the childminder meets children's

individual needs by incorporating their sleep routines into the day. The children are beginning to learn about the importance of keeping themselves safe. For instance, they practise road safety on outings. Children behave appropriately for their ages and through consistent boundaries they know what is expected of them. For example, they know it kind to share the toys with their friends. This supports children in developing positive relationships with their peers. The childminder makes good use of praise to celebrate children's achievements. This means they have positive self-esteem and confidence. In addition, through a range of activities, celebration of festivals, resources and discussions children are beginning to learn about diversity, difference and the world in which they live.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Qualifications and training). 18/06/2012

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 (Qualifications and training). 18/06/2012