

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407428
<b>Inspection date</b>	10/04/2012
<b>Inspector</b>	Anne Barnsley
<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 2010. She lives with her parents in Lincoln, Lincolnshire. She works jointly with her mother who is also a childminder and also has the support of an assistant. The whole of the downstairs is used for childminding. The setting is accessed through an enclosed yard with a small grass area. The childminder is able to take and collect children from local schools and pre-schools. The family has a rabbit as a pet.

The childminder 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. There are currently ten children attending who are within the Early Years Foundation Stage. Of these, seven children attend on a part-time basis and three on a full-time basis. The childminder also offers care for children aged over five years.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settle well in the childminders care. Effective partnerships enable the childminder to meet children's individual needs. Most areas of learning are covered appropriately enabling children to make satisfactory progress. Safety measures are partly effective, although limited risk assessments do not fully ensure safety throughout the setting. Self-evaluation is not used consistently to drive improvements.

## What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum, with specific regard to the cleanliness of the rabbit area, the safe storage of hazardous substances, the knife block and tools stored on surfaces in the kitchen and equipment that is to be discarded and is stored in the garden (Suitable premises, environment and equipment). 24/04/2012
- complete risk assessments of all aspects of the environment that children come into contact with and 24/04/2012

maintain a record of these particular aspects, and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

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

- lead and encourage a culture of reflective practice of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- use observation and assessment more clearly to show the individual progress that all children make towards achieving the next steps that have been identified
- ensure that planning enables all children to have access to an outdoor play space or outings on a daily basis.

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

Children are safeguarded because the childminder has a suitable safeguarding policy and has completed safeguarding training at level 2. Suitability checks are carried out for all adults living or working in the home. However, risk assessments are not in place for all aspects of the setting that children use, and those that are in place do not demonstrate, sufficiently well, what risks have been identified and how these have been made safe. Aspects of the setting have some hazards accessible to children on open shelves, such as bottles of alcohol, knives and tools. Many unwanted resources are currently stored in the yard and small garden and the rabbit area is not maintained in a hygienic manner. Children cannot use the garden for play, but they do have to access the yard several times each day. Safety gates are used between the rooms to reduce the risk of unauthorised access by children. However, some children can open these independently and access the kitchen unsupervised to go to the downstairs toilet. Fire evacuation is practised with children on a regular basis so that children know what to do in the event of an emergency. The childminder keeps appropriate records of accidents and medication administered to support children's welfare.

The childminder does not yet carry out self-evaluation and does not have a clear, well-targeted plan in place for making ongoing improvements. Through discussion, she demonstrates that she wishes to undertake further training and courses. She intends to introduce menus for parents so they are aware of what snacks and lunches are planned. Recently she has cleared out many unwanted resources from the indoor environment and has disposed of some of these successfully. She has introduced an observation and assessment system, but this does not yet show where children's next steps are taking place. This makes it difficult to successfully track children's progress and to ensure if they are being appropriately supported or challenged. She has completed a course on autism which supports her when caring for children with additional needs. All policies and procedures have been recently updated and provide parents with comprehensive information about the setting

and how this is organised. The recent introduction of questionnaires for parents enables the childminder to seek their views in a consistent format.

The childminder obtains all necessary documentation and information from parents to enable her to meet each child's individual needs. Parents are kept informed about their child's activities through daily feedback, emails and the children's learning journeys. Parents contribute to children's learning journeys by adding comments from home. This helps to ensure that children receive continuity between home and the setting. Likewise, partnerships are in place with the local school that children attend. The childminder speaks to both the Nursery and Reception teacher and finds out what support she can give children in her setting, for example, the letter of the week. She obtains some planning from the school in order to consolidate children's learning. However, this information is not used consistently and some learning opportunities are missed.

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

The children enjoy their time in the setting as they are able to express their wishes with regard to how they would like to spend their time. For example, some children enjoy relaxing on cushions playing games on a hand-held console and talking to each other about what to do next. The childminder reminds them of how much time they have left to do this as this is carefully monitored. Children respond very well and are polite and understand the expectations in the setting. Children interact well with the childminder as she listens to what children say and helps them to feel valued and have a sense of belonging. Young toddlers often sit on her lap and chat to her or look at books with her, talking about what is taking place. Children can access most of their toys by themselves and those that are stored out of reach can still be seen and requested. The childminder stated that children can ask for anything they like and that they are confident to do this. For example, using the computer or interactive tablet screens.

There is a balance of adult-planned activities and child-planned activities, although children mostly decide what they wish to do and the childminder joins in with them. They have access to a suitable range of indoor toys and enjoy activities such as mark-making, dough, baking, numbers, construction and role play. Outdoor play in the garden does not currently take place. Therefore, children miss out on many activities, such as sand and water play and growing activities. They are taken to parks on occasions or on school runs where they get to see elements of their local environment and have some fresh air and exercise. They have adequate space in the playroom to move around and make their own decisions about which part of the room they wish to play in.

Children's welfare needs are met appropriately as the childminder discusses their individual needs with parents. She operates a healthy eating policy and provides children with a range of snacks and lunches that support this. Children develop their understanding of healthy eating as they help choose their sandwiches and are always provided with fresh fruit to eat. Their understanding of hygiene and taking care of their personal needs is developed as they are encouraged and reminded to

wash their hands after using the toilet and before eating. Children learn about safety and being responsible as they have simple rules to follow that they understand. In addition to learning about fire evacuation, they also learn about road safety and stranger awareness.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 24/04/2012
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register). 24/04/2012

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 compulsory part of the Childcare Register (Suitable premises, environment and equipment). 24/04/2012
- take action as specified in the compulsory part of the Childcare Register (Suitable premises, environment and equipment). 24/04/2012