

Inspection report for early years provision

Unique reference number	EY427847
Inspection date	17/05/2012
Inspector	Jackie Phillips
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 registered in June 2011. She lives with her husband and two children aged five and eight years in Worksop, Nottinghamshire. All of the ground floor of the property with the exception of the dining room is used for childminding. There is an enclosed rear garden for children to access outdoor play. Children are taken for walks and outings to places of interest within the local community. The childminder is able to take and collect children from local schools. The family has two pet rabbits.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years of age at any one time, two of whom may be in the early years age range, including one child under one. Currently there are six children on roll; of these three are within the early years age group.

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.

Overall, children make sound progress in their learning based on the provision of a varied range of activities and experiences, some of which are tailored to meet their individual learning needs. Children are safe but have yet to be involved in practising the setting's emergency evacuation procedure. They learn about keeping healthy, including hygiene routines which are mostly effective. Two specific, legal welfare requirements are currently being only partially met, these relate to the records of children's attendance and how the childminder displays her certificate of registration. The childminder understands the benefits of partnership working and has established good links with parents. Effective steps taken so far to evaluate the provision means the childminder is making plans towards future improvement of the provision.

What steps need to be taken to improve provision further?

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

- display the certificate of registration and show it to parents on request (Documentation) 04/06/2012
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation). 04/06/2012

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

- develop ways in which children learn effective personal hygiene procedures
- improve the use of identifying the next steps to take to meet children's individual learning priorities and use this information to contribute more effectively towards planning
- practice the settings emergency evacuation procedure with children and record details to ensure effectiveness.

The effectiveness of leadership and management of the early years provision

The childminder and her husband are suitable to work and be in close contact with children because they have both been appropriately checked. She holds a valid first aid qualification and has accessed safeguarding training. The childminder understands her responsibility to protect children and knows the action to take if concerns are raised about a child's welfare or well-being. The provision is safe because the childminder makes regular checks of areas that children use. The varied range of records, policies and procedures that are in place help support the operation of the setting and are shared well with parents. These records are stored confidentially in a file which is kept upstairs and includes the certificate of registration. This means the certificate is not clearly displayed when childminding is taking place. This is a breach of a specific, legal, welfare requirement. Children's days of attendance are recorded but not accurately to show their actual hours whilst at the setting which is also a specific, legal welfare requirement.

Children are provided with an interesting range of good quality toys and resources. A designated playroom has been created since registration providing a safe and stimulating place for children to play or relax. Parents are kept well informed and encouraged to share information to enable the childminder to meet the individual needs of their children. They are also encouraged to contribute their opinions towards the evaluation process and their written comments show high levels of satisfaction, particularly with the diaries that transfer daily between home and the setting. The childminder is beginning to consider future improvements to her provision, possibly through additional training. Partnerships to support individual children's learning have not yet had the opportunity to develop. However, the childminder has contact with other childminders which helps keep her informed and involved with her colleagues.

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

The childminder observes and makes assessments of children's progress. She records details to share with parents, supplemented by good use of photographs to help keep them informed and involved. The process is not yet robust to show how the childminder consistently uses the information she gains to effectively identify targets to help guide her planning to meet children's individual learning priorities. Children regularly go out for walks and outings, such as to the park or play groups. This means they benefit by access to exercise in the fresh air. By

visiting local amenities and places of interest they learn about society, the local community and the world in which they live. Children also gain important skills from access to a wide range of learning experiences, including socialising with other children and adults.

All children are equally involved in the activities and have access to all of the resources. Each one is encouraged to explore and be curious. For instance, they use sand and experiment with gloop, play dough and various arts and craft materials. A treasure box is filled with a varied selection of items children find interesting to handle and observe closely, such as feathers, musical instruments and pom poms. They use a variety of interactive equipment such as hand held computers, play cameras and toy cash tills. Children are familiar with their surroundings and move around confidently. They are settled and content which shows they feel safe and secure. However, they have yet to take part in practising the setting's evacuation procedure so they know what to do in an emergency. Children show good levels of concentration and perseverance, particularly when faced with completing a large piece jigsaw puzzle. They happily make marks that represent their name on the chalk board and learn songs that include number and counting. They are interested in books and learning about different kinds of celebrations. The childminder introduces new words for children to hear and try out such as 'sparkly' and 'scrunchy'. Children's behaviour is good. They are developing skills they will need for future learning.

Children learn about hand washing as part of the daily routine. They use a communal towel which is changed regularly but presents a potential area for cross infection. Children enjoy a varied diet through a range of freshly prepared healthy meals and snacks. The childminder is organised and prepares and slow cooks some of the meals which means she does not have to leave the children and be occupied and distracted in the kitchen. The smell of food being cooked adds a homely feel to the welcoming, family setting. Some activities involve children cooking and growing and harvesting fruit, vegetables and herbs themselves. This supports children's understanding of the food cycle and encourages them to try a variety of different tastes and healthy options.

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	2

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept). (also applies to the voluntary part of the Childcare Register) 04/06/2012
- display the certificate of registration in the premises on which childcare is provided (Certificate of registration). (also applies to the voluntary part of the Childcare Register) 04/06/2012

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 compulsory part of the Childcare Register (Records to be kept, Certificate of Registration). 04/06/2012