

Inspection report for early years provision

Unique reference number	506587
Inspection date	29/05/2012
Inspector	Hazel White

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.

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 1987. She lives in the south area of Shrewsbury. The whole of the ground floor and small upstairs bedroom are 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 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. When working with an assistant, she may care for five children in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. 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. The childminder supports children with special educational needs and/or disabilities. 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.

Children are happy, content and have a close relationship with the childminder. They enjoy a wide variety of interesting activities both indoors and outdoors which encourage their overall development. Effective partnerships with parents and suitable arrangements with other early years providers means that children's individual needs are catered for. The childminder is beginning to use self-evaluation to develop and enhance her practice. All required policies and procedures and most documentation are in place to support children's care and well-being.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment(Safeguarding and promoting children's welfare) 30/05/2012
- ensure that the following information is recorded for each child: their name, address and date of birth, the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with and the emergency contact details of the parents and carers (Documentation). (also applies to both parts of the Childcare Register) 30/05/2012

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

- review the contents of the first aid box to meet the needs of children
- improve the systems for the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of her role in protecting children from abuse and neglect and a written safeguarding policy is shared with parents. The childminder has been through suitability checks. Effective written risk assessments are in place and also include outings. Children have few accidents and the childminder has a valid first aid certificate. However she has overlooked the need to request permission from parents for her to obtain emergency medical advice or treatment and does not consistently record children's personal details. These omissions potentially compromise children's welfare and are breaches of legal requirements. The childminder has a first aid box but it is not always sufficiently stocked because children use dressings and plasters in their role play and these are not replaced. This could impact on their safety in the event of a serious accident.

The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure within the environment. She has good relationships with parents and gathers clear information from them so that she knows about children's individual needs and can provide consistency of care. Positive written feedback demonstrates parent's high regard for the childminder and the service she offers. Their comments include 'always plenty of toys and books' and 'friendly, reliable, helpful, caring nature allows us to go about our job, lovely homely feel'. Parents receive verbal feedback on a daily basis and keep up to date with their child's development and progress by regular discussions.

The childminder supports children's learning with a wide variety of resources that are age appropriate. Children are able to self-select and therefore make informed choices with regard to their play. The environment is relaxed, well organised and allows plenty of free movement. The childminder has experience of caring for children with special educational needs and/or disabilities and demonstrates a good understanding of the importance of obtaining detailed information from parents to enable her to effectively meet their needs. Parents are also encouraged to share information about their culture, and positive images are apparent in the resources provided.

The childminder is committed to developing partnership working with other professionals and has formed systems for communication with the local school. She is in the early stages of developing self-evaluation and is considering how to

get the views of parents so they can contribute to the process. She strives to develop her service and keeps her knowledge up to date by browsing the internet for information on childcare issues and staying in contact with her development worker. However, she has not used self-evaluation effectively to ensure that all of the welfare requirements are met.

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

Children thoroughly enjoy their time with the childminder and are at ease in her company. They are enthusiastic and confident learners who self-select from the toys available for free play and also enjoy a well-planned range of activities outside of the home to support their learning. For example, they attend various groups throughout the week, enjoy picnics, fishing in the lake and regularly go for walks where they see riders on horseback. The childminder has a good understanding of how children learn through play. Planning is informal but she confidently explains the activities she is providing to effectively promote all children's learning. The activities also support children's development of good skills for the future.

Children extend their conversation skills through constant chatter with the childminder as they play. They listen intently to their favourite stories and take themselves off into a quiet area to look at books. The childminder skilfully brings maths into children's play by encouraging them to count everyday items and sort stacking cups by size. Children have plenty of opportunities to mark make and older children extend their writing skills by trying to copy their names. They learn about culture through conversation which extends their understanding of different nationalities, traditions and languages. For example, they look at their birth countries on a globe and see books that include words in different languages, such as Arabic, Portuguese, French and Spanish. Children develop their creativity through role play and art and craft. They use eye pads to become pirates, paint pictures and mould with dough.

The childminder is a good role model and sets consistent boundaries for children's behaviour. They develop a sound awareness of their personal safety because spontaneous opportunities teach children about road safety and how to avoid hazards in the garden. For example, they carefully step over hose pipes when they are being used and know to stop, look and listen before crossing the road.

All children enjoy regular fresh air and exercise. They take part in activities such as bug hunts in the garden, carefully putting snails into a wheelbarrow and finding leaves for them to eat. They extend their physical skills on the large play equipment. Children's dietary needs are known and respected. Meals are freshly prepared each day and include lots of fruit and vegetables. Drinks are freely available to keep children hydrated. They sit at the table to eat their food and good manners are encouraged.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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 section of the report (Records to be kept). 30/05/2012

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 (Records to be kept). 30/05/2012