

Inspection report for early years provision

Unique reference number	104073
Inspection date	26/06/2012
Inspector	Brenda Flewitt
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 1999. She lives with her husband and child aged 13 years in a house in Exeter, Devon. Childminding takes place on the ground floor, which includes a living room, dining room, kitchen and toilet facilities. There is an enclosed garden available for outside play. The family has a dog and four cats, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight may attend at any one time. Of these, three may be in the early years age group. There are currently three children on roll. Of these, two are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are well cared for in a safe and welcoming family home, where the childminder knows them well as individuals. However, some recording systems are not rigorous enough to meet requirements and fully promote children's health. Children are involved in a range of activities that enable them to make good progress in their learning and development. The childminder communicates appropriately with parents in order to meet individual needs, but does not always establish links with other early years providers. The childminder has limited methods to evaluate her provision. However, she demonstrates a satisfactory capacity to make improvements as she responds positively to recommendations from inspection.

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 medicine is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 04/07/2012
- request written parental permission, at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 27/06/2012
- ensure all records are easily accessible and available for inspection by Ofsted, with particular regard to complaints (Documentation) (also applies to both parts of the Childcare Register) 11/07/2012

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

- improve the systems to work together with other practitioners to support transition and consistency between settings
- develop a system of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children and ensure that all requirements are met.

The effectiveness of leadership and management of the early years provision

Overall, the childminder organises her home and outings well to meet the needs of the children in her care. She completes effective risk assessments to provide a safe environment for children to play. The childminder has a good understanding of safeguarding children, which includes recognising signs and symptoms and the procedures to follow if there are concerns. She has attended training to keep her knowledge up to date and has a system for recording children's existing injuries as routine. This all helps to protect children from harm. The childminder implements most policies and procedures that promote children's welfare and safety. However, her recording systems with regard to some aspects of children's health are not rigorous. She has not requested parental permission for seeking emergency medical advice or treatment for every child. Although parents supply the medicines that the childminder administers to children, her record systems do not include written parental permission prior to administering. These are both breaches of legal requirements. However, the impact on children is minimal as the childminder knows the procedures to follow in an emergency and gains verbal instructions from parents on administering any medication. In addition, the childminder does not ensure all required documentation is accessible and available for inspection, specifically her complaints record. This is a further breach of a legal requirement.

Children use a varied range of toys and equipment, which is organised to enable them to make spontaneous choices according to their age and ability. The childminder uses local facilities to provide outings to enhance children's learning. For example, walks by the river promote children's curiosity of the natural world. Children meet various people when they are out. They learn a positive attitude to people's differences through the good example set by the childminder. She answers their questions honestly with explanations to aid their understanding. Children use a range of toys and resources that raise their awareness of a diverse world.

The childminder promotes friendly relationships with parents. Overall, she provides clear information about her setting, which includes written policies and procedures. She completes written agreements with parents, although not all permissions are recorded as required. The childminder encourages daily verbal exchange of information, in order to meet children's individual needs. Parents say that their children are happy and enjoy warm relationships with their childminder and are making good progress in various areas of development. Parents appreciate the

childminder's friendly and flexible service. When children attend other early years settings, the childminder does not always establish dialogue to fully support children's transition and overall development.

The childminder has limited methods to evaluate her practice, in order to identify areas for development. For example, she has addressed the recommendations made at the last inspection, which has improved aspects of children's safety. She responds positively to suggestions by early years advisors in order to meet welfare requirements. She attends some training courses to update her knowledge in some areas of childcare, such as health and safety and child protection. This demonstrates a satisfactory capacity for continuous improvement.

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

Children enjoy their time with the childminder in a friendly and welcoming family home. They make warm and trusting relationships with her. From a young age, children are confident to make their needs known. Children behave well. They know what to expect through familiar routines and clear explanations. Children learn to take turns and show respect for one another's feelings. They receive regular praise and encouragement from the childminder for effort and achievement, which helps boost their self-esteem.

Children are involved in a good range of activities, both in the home and on outings that enable them to learn through play. Babies develop confidence in communicating, as the childminder is responsive to their noises and attempts at words. Older children practise their writing skills, linking sounds and letters through adult supported activities. Young children are made aware of counting and numbers through songs and counting everyday objects. Board games enjoyed with the childminder, encourage children's recognition of groups of objects, counting and turn-taking. Outings around the local area promote children's awareness of the local community. For example, they enjoy visits to a pet shop, which encourages their knowledge about animals. Trips to a park enable them to use a variety of equipment, and enjoy the social interaction of a picnic. Children learn skills for the future when out. For example, understanding about hazardous plants like stinging nettles, and dock leaves as a natural healing remedy. The childminder observes children's play and achievements to effectively monitor their stage of development. This enables her to set appropriate challenges to help them to make good progress towards the early learning goals.

Children learn good routines for their own personal hygiene. Children make choices from healthy options for meals and snacks provided from home. The childminder respects babies' routines so they sleep and eat according to their individual preferences. Children have daily fresh air and exercise by way of garden play and going for walks. Children learn about aspects of their own safety, such as awareness of traffic and using equipment sensibly.

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	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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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 (Records to be kept/Procedures for dealing with complaints) 11/07/2012

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/Procedures for dealing with complaints) 11/07/2012