

Inspection report for early years provision

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Inspection date	28/10/2009
Inspector	Jan Healy
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 registered in 2000. She lives with her husband and ten year old daughter in a four storey house near the centre of Trowbridge, Wiltshire. Access to the front door is via several steps. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time. Currently the childminder is caring for five children, three of whom are in the early years age range.

The childminder uses the ground floor for children's play, and the first floor for sleeping and access to bathroom facilities. The basement and second floor are not used for childminding. There is a fully enclosed garden for outdoor play. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy to be in the company of the childminder, as they are sensitively cared for and a warm welcome is extended to the parents. They enjoy and request her to join in with their play and to help them, for example, with their mathematical skills when learning their times tables. The children are making steady progress in their learning and development with an inclusive environment provided for all, making for a pleasant atmosphere. The childminder completes planning, however this is not always linked to the individual areas of learning to ensure that children are fully challenged during play. The childminder has a realistic vision about how she would like her provision to improve and she has the capacity to make steady progress, however she has not completed an appropriate first aid course or completed risk assessments for each type of outing.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 01/01/2010
- carry out a risk assessment for each type of outing to eliminate hazards to children. (Safeguarding and promoting children's welfare) 01/12/2009

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

- ensure the planning links to the areas of learning, to ensure that the children engage in activities that will challenge their thinking.

The effectiveness of leadership and management of the early years provision

The childminder has a generally sound knowledge with regard to child protection procedures, retaining up to date guidance to refer to in the event of having a concern. She has sufficient understanding about the possible signs and symptoms of abuse and neglect and keeps records about any injuries the children arrive with. She ensures that all who come into contact with the children are suitable to do so.

The childminder shares a positive relationship with the parents, seeking relevant information about the children's individual needs, to enable her to plan an acceptable range of learning opportunities. Both parties keep each other informed about any progress being made and about any concerns noted. Each child has a folder containing written information and examples of their artwork, with regard to the journey they are making in their on-going learning. The parents report their satisfaction with this, as it helps to keep them up to date with the children's development. The childminder is also building relationships with other providers who deliver the Early Years Foundation Stage, to encourage consistency of care.

The childminder is making improvements within her provision, evident by the progress made since her previous inspection. She has begun to make use of a method of self-evaluation, to help her to identify areas of strength and weakness. For example, the improvement to the deployment of resources, now enables the children to self-select an activity of their choice. She has also identified that the work she has done in observing and recording the children's progress has helped her to identify that this is an area she will enjoy developing. Although the childminder breaches specific legal requirements, including a lack of first aid training and risk assessments for outings not being in place, they do not have an adverse impact on the children. Risk assessments regularly take place within the home and outdoor play area, but are not fully robust for outings the children attend, which is a breach of requirement.

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

The childminder helps to keep the children healthy and free from cross-infection, as she prevents sick children from entering the provision and if a child becomes ill during their stay, they are swiftly reunited with their parents. She encourages the children to wash their hands when appropriate and to discard paper tissues after a single use. Fresh fruit is readily available for snacks, which the children eat whilst sat together, making for a sociable occasion. The children are learning about the importance of exercise when playing in the garden and when walking to the local school.

Precautions are taken to ensure the children remain safe whilst in the care of the childminder, such as the covering of electrical sockets when not in use. The provision remains secure with the fitting of a security camera and lockable

windows and doors. The childminder shares a written policy with the parents about the procedure that will follow in the event of a child becoming lost or is uncollected. The children take part in an emergency evacuation, so they are familiar with the leaving of the provision without delay. The childminder does not hold a current first aid certificate, therefore, the children may not receive the medical care they require. When on outings, the children are taught to keep themselves safe when crossing the road and not to speak to adults they do not know.

The children behave well and are polite to each other, playing cooperatively and sharing their knowledge about the use of modern technology, which helps to further their skills for their future. They celebrate birthdays and major festivals that have meaning to them, including Christmas, Chinese New Year and Halloween. They are taught about the importance of kindness and to listen to what each other has to say, respecting their views and opinions. The childminder teaches the children that although everyone is different, all are just as important. They are encouraged to make a positive contribution, such as to help tidy away the toys after play and to set the table for snack. There are some resources that reflect diversity, such as gender, age and culture in books, jigsaws and games. Children who require more support have the benefit of the childminder adapting activities to suit their requirements.

The children are making sound progress towards the early learning goals, according to their age and stage of development. The childminder knows the children well, so is able to provide them with activities that match their interests and enjoyment. She has begun to plan a reasonable range of play opportunities to aid their progress, but this does not sufficiently link to the areas of learning, to ensure the children are engaging in activities that will challenge their thinking. The children proudly show how they use a camera and their developing skills on a computer. They paint pictures of their choice, which they display on the lounge walls for all to view. The younger children are learning to recognise and to name shapes and they are making use of scissors when cutting out pictures, which they stick to paper making a range of collages. Trips to the local library are regularly taken, where the children choose a selection of books, which the older children enjoy reading to the younger ones. They go on outings to museums where they learn about the history of the childminder's home and about their local community. They climb large apparatus in the park, helping to further their stamina and fitness.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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

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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 (Qualifications and training) 01/12/2009

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) 01/12/2009