

Inspection report for early years provision

Unique reference number	148523
Inspection date	30/09/2010
Inspector	Samantha Hunt
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.

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Description of the childminding

The childminder registered in 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with two children aged 18 and 15 years in Woodley, near Reading in Berkshire. The childminder uses the whole of the ground floor for childminding, sleep facilities are available upstairs. There is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for six children at any one time. She is currently caring for two children in the early years age group, both on a part-time basis. The childminder also cares for children outside of the early years age group. She takes children to local parks, libraries and toddler groups. The childminder walks to local schools and nurseries to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care. They play and learn in a welcoming, homely environment where the childminder plans a weekly routine of activities and experiences for them, both in the setting and the local community. The childminder has begun to observe children's development to support their individual needs and has formed close partnerships with parents. Although the childminder demonstrates a wish to improve her provision, she has not kept fully up-to-date with changes in regulation. As a result there are several breaches of requirement that need to be addressed.

What steps need to be taken to improve provision further?

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

- obtain written parental permission, at the time of the child's admission to the provision or as soon as possible, to seek any necessary medical advice or treatment in the future (Safeguarding and promoting children's welfare) 30/09/2010
- formalise a record of risk assessments, and ensure they state when they were carried out, by whom, date of review and any action taken following a review. (Documentation) 30/09/2010

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

- review hygiene procedures especially at snack and meal times to promote children's good health and hygiene at all times
- develop effective systems to monitor and reflect practice to highlight gaps in provision which ensure all children's individual are promoted, including seeking the views of children and parents using the setting
- improve knowledge and understanding of the requirements set out in regulations and continue to develop systems for recording children progress .

The effectiveness of leadership and management of the early years provision

The childminder shows a clear commitment to ensuring the children are safe. She supervises children well, and is clearly able to identify the signs of abuse to alert her should she suspect a child in her care is being abused. All adult household members have been vetted to ensure they are suitable and contact details of the Local Safeguarding Children Board are easily accessible. Children play in a homely environment, with toys and resources that are clean, age appropriate and generally easily accessible. The childminder carries out daily visual checks of her home prior to children arriving, and uses safety features such as stair gates, socket covers and cupboard locks effectively to minimise risks to children. However, she has not completed a written record of risk assessments, showing when they were carried out, by whom and a date for annual review. This is a breach of regulation.

The childminder shows a wish to improve her practice and has attended and updated training since her last inspection. This has included food hygiene, safeguarding and first aid. Through discussion the childminder is able to identify her strengths and areas for improvement. For example, she acknowledges that she needs to improve some areas of her documentation and wants to develop her observation systems further through training. Although she is aware the Early Years Foundation Stage Framework has been introduced since she was last inspected, she is unsure if she has a copy of it and is therefore unfamiliar with changes within the welfare requirements. The childminder has not carried out any self-evaluation since her last inspection, and as a result there are areas for improvement. Most documentation is maintained effectively to support children's well-being. The childminder keeps an accurate record of the children's daily attendance and records any accidents in a confidential manner. However, the childminder does not hold written parental permission to seek emergency medical advice or treatment for all the children she cares for. This is a breach of regulation.

The childminder shows a good understanding of the children's individual needs, and has begun to develop effective procedures to monitor their development. She carries out regular observations on the children and uses these to highlight areas that she needs to support them in by re-visiting or extending. Children's developmental records are made freely available to parents. All individual needs are valued by the childminder. She encourages children to share information about their culture or religion, and encourages all children to participate in the activities she provides. The childminder is pro-active in forming partnerships with other settings children may attend.

The childminder values partnerships with parents. She encourages parents to do several visits prior to their children starting with her. This helps to build relationships and aids a smooth transition for parents and children. The childminder shares written information about her provision with parents; this includes behaviour management, sickness and child protection. The childminder collates a daily diary for parents, if they wish, and also gives verbal feedback, which includes how their children have been, what they have done and any sleep they have had. Information obtained from parents shows they are extremely happy with the service the childminder provides for them and their children. They feel their children have gained valuable developmental experiences because of the variety of experiences they have with the childminder. They also comment on how well the childminder communicates with them, and feel their children benefit greatly from the relaxed, safe environment the childminder provides.

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

Children are happy and at ease with the childminder. They relate well towards one another and have regular opportunities to form other relationships with children they meet at toddlers or playgroup. Children show kindness towards the family cat, stroking him carefully and helping to open the door when he wants to go out. They eagerly run off to the toy box and come back with a cat figure to show the childminder. Children enjoy whizzing cars between themselves and the childminder. They lie on their tummies and make car sounds as they push them backwards and forward and give a little giggle as the childminder sends it back to them. She encourages them to say words such as 'ready, steady, go' as they push their car towards her and then repeats it back to them. The childminder interacts positively at their level encouraging them to count the cars and drive them along the road on the car mat. She identifies colours as she passes cars out of the tub and talks to the children about the wheels, showing them how they go around.

The children begin to develop their imaginations as they push the buttons on the phone and then hold it up to their ear and pretend to talk. Children develop their own independence and physical skills as the childminder encourages and supports them to climb the stairs carefully as they go up to bed. They are developing skills for the future as they help plant and then water vegetables growing in the garden. The childminder provides children with opportunities to take part in cooking activities and there are daily opportunities to access fresh air and exercise as they walk to school and visit local parks and garden centres.

Children develop their own awareness of good health and personal safety through discussion and practice with the childminder. The childminder provides children with healthy snacks of fresh fruit and encourages them to access their drinks throughout the morning. Younger children sleep in comfortable cots upstairs, according to individual need, and bedding is laundered every week. The childminder uses individual wipes to clean children's hands and faces after snacks and meals. However, hand washing is not promoted after children have stroked the cat or before snack and meal times. Parents currently provide their children

with a packed lunch which the childminder stores according to its contents in the kitchen or fridge. The childminder carries out regular checks of her fridge to ensure food is stored at the correct temperature. Children play and learn in a safe environment where they have space to spread out and play. The childminder is clear about how to evacuate her home in the event of an emergency, but has only practised it with the older children. Children behave well because the childminder sets them clear boundaries and helps them to learn right from wrong through sensitive discussion and interaction. For example, they help to tidy away toys with support and know they need to sit down before they can have their drink and apple. The childminder shows children warmth and kindness, and clearly enjoys her time with them. Children receive positive praise and encouragement from the childminder, which helps them to feel settled and secure in her care.

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	2
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	2
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	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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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