

Inspection report for early years provision

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Inspection date	29/03/2011
Inspector	Helen Blackburn
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 was registered in 1995. She lives with her two adult sons in the Bessacarr area of Doncaster. There are shops, parks, schools and public transport links in the local area. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has fish and a dog as pets.

The childminder is registered on the Early Years Register and she can care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding one child in the early years age range. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children in this age range.

The childminder takes children to the local school and she goes to several toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good relationships with parents, children and other settings children attend contribute to meeting their individual needs and learning. The childminder provides a safe, clean and fun environment for children, which effectively promotes positive behaviour, independence, diversity and difference. Overall, the childminder's documentation, policies and procedures are sufficient to promote the safe management of the setting. The childminder's drive and commitment towards developing her service is good. Through some self-evaluation processes, she is taking positive steps to identify areas of development.

What steps need to be taken to improve provision further?

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

- improve documentation so that the record of risk assessments clearly states when it was carried out, by whom, date of review and any action taken following a review and extend parental permission to include consent to the seeking of emergency medical advice (Documentation). 19/04/2011

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

- improve the procedures for administering medications to ensure medicines

are stored strictly in accordance with the product instructions, in the original container in which dispensed and they should include prescriber's instructions for administration

- extend knowledge and understanding of the procedures to follow in the event of any allegations of serious harm or abuse by any person living or working on the premises
- improve self-evaluation processes to ensure all aspects of the service and practice are effectively monitored, especially around policies, procedures and documentation.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding and promoting children's welfare are good. Overall, the childminder has a good understanding of her responsibilities in protecting children from harm. For example, she is aware of potential signs of abuse and neglect and she has access to detailed guidance and procedures regarding reporting and monitoring concerns. This means she ensures children's welfare is paramount. However, her knowledge of the procedures to follow regarding allegations against herself or others in the household is more limited. The childminder ensures all adults living on the premises have undergone appropriate checks and she supervises any visitors to the home. This contributes to protecting children from harm. The childminder maintains a varied range of documentation, policies and procedures. Overall, these contribute to meeting children's needs and promote the safe management of the setting. However, due to some missing data in her risk assessment record and the small omission of not including parental consent to seek emergency medical advice on her documentation, the childminder's documents result in breaches of specific legal requirements. However, this missing data does not impact on the childminder's ability to provide a safe and clean environment for children. For example, through supervising children's play and by carrying out risk assessments, the childminder promptly identifies and minimises potential hazards. Through good deployment of resources, the children can make safe and independent choices in their play. For example, in the playroom the childminder arranges children's activities and resources on low shelves or in boxes. In addition, by accessing facilities within the local community, such as parks, toddler groups, music groups and other places of interest, the childminder extends children's experiences.

The childminder understands the importance of self-evaluation as a way to monitor the effectiveness of her setting and overall, her approach and commitment to improvement is good. For instance, through successfully addressing the recommendations from the last inspection, the childminder has improved her understanding of child protection issues. This means she acts in the best interest of the children if she has concerns. In addition, she gains new ideas through training, discussions with other early years professionals and by reading publications and researching ideas on the internet. In addition, the childminder has begun to use self-evaluation; however, there are gaps in her processes, especially around monitoring the effectiveness of her documentation, policies and procedures. For example, some of her policies refer to old legislation and her

practice for not storing medications in their original containers with the prescriber's instructions does not fully support good practice procedures. The childminder welcomes any ideas and comments from parents, children and other professionals in the self-evaluation process. This means the process is inclusive and reflects the service users.

There are good relationships between the parents and the childminder. They regularly share and exchange information, which means the childminder meets children's individual needs. Parents receive a varied range of information about the service and their child's day through discussions, written policies and procedures. The childminder involves parents in their child's learning and progression through regularly sharing their achievements and progress records. The childminder has good working relationships with any other settings children attend, such as school and nursery. This promotes continuity and coherence in children's learning and progression because they share their experiences at each setting. In addition, the childminder understands the importance of working with other professionals if children need additional support and help.

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

The childminder has good relationships with the children, she knows them well and this means she meets their individual needs. Her approach to observation, planning and assessment is good. For example, she regularly observes the children's play and she uses this information to monitor their progress across all areas of learning. In addition, this supports her in identifying children's next steps. These processes mean the childminder supports children in making good progress in their learning. The childminder is actively involved in children's play and they respond well to this. For example, they laugh and smile with pleasure when they read stories together. The childminder provides a welcoming and fun learning environment where children have good opportunities to make independent choices in their play. This results in children being happy, enthusiastic and motivated learners. For example, children use their imagination as they engage in role play, they express their creativity through fruit and vegetable printing, through baking, they learn about weight, measure and volume and by going to music groups, they explore different musical instruments and sounds.

The children behave well and they know what the childminder expects of them because she provides consistent routines and boundaries. Through play and discussions children learn about right, wrong and good manners, such as sharing and taking turns. This supports children in developing positive and cooperative relationships with others. The childminder makes good use of praise to celebrate children's achievements. This results in children having a positive self-image and good self-esteem. Through a good selection of resources, activities, discussions and celebration of different festivals, the children are developing a good understanding of diversity and difference.

The childminder provides a safe and secure environment that provides continuity for children and results in them feeling safe and settled. In addition, children learn

about the importance of keeping themselves safe. For instance, they take part in fire evacuation practices and they follow good road safety procedures when on outings. The children show a good understanding of why they need to adopt good personal hygiene practices. For example, they routinely wash their hands at appropriate times throughout the day. Through healthy, nutritious meals and snacks, the children are learning about the importance of making healthy choices. In addition, through fun activities, such as, listening to stories and making posters promoting eating five-a-day, the children are learning about why they need to lead a healthy lifestyle. The children have good opportunities to take part in a good range of physical activities. For example, children play in the garden, they go on walks and they enjoy going to the park. This promotes children's physical development well.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	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:	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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