

Inspection report for early years provision

Unique reference number	EY217421
Inspection date	15/12/2008
Inspector	Jacqueline Patricia Walter
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2002. She lives with her husband and children aged six, four and two years of age. They live in Scunthorpe, which is in South Humberside. The patio room, the dining room and adjoining kitchen and the downstairs toilet are used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of three children at any one time. She currently has three children on roll, all of whom are on the Early Years Register. She also makes provision for children on the compulsory and voluntary parts of the Childcare Register.

The childminder has a dog as a family pet. She holds a nursery nursing level 3 qualification and a BTEC First in Caring certificate. She is also a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children's learning is fostered well through the childminder having a good understanding of how they learn and by her planning and providing a wide range of stimulating resources and activities, which cover all areas of learning. This means they are making good progress towards the early learning goals. Good quality information is shared with parents and used to appropriately meet the all the children's individual learning and welfare needs. Children's safety, health and welfare are promoted appropriately overall. However, the childminder is not fully aware of the Early Years Foundation Stage requirements and some necessary documentation is not held or completed appropriately. The childminder takes good steps to formally self-evaluate her provision and maintain continuous improvement, although she has yet to implement any actions to improve the weaknesses.

What steps need to be taken to improve provision further?

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

- further develop the planning and observation system to include the children's next steps in learning, and to reflect all the children's individual needs and interests
- develop the safeguarding children policy to include signs and symptoms of child abuse and the procedures to follow should concerns be raised on other adults in the setting.

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

- ensure all the required documentation is held with regards to parents' written consent to seek emergency

24/12/2008

treatment and a record of risk assessments being conducted on all outings and trips (Safeguarding and welfare)

- extend the risk assessment record regarding the premises to include all the required elements (Safeguarding and welfare) (also applies to both parts of the Childcare Register).

24/12/2008

The leadership and management of the early years provision

The childminder has a good understanding of safeguarding and protecting children from abuse. She is fully aware of signs and symptoms in all areas of abuse and of what to do if concerns are raised. However, her written policy, which she shares with students when they are in attendance, does not show the signs and symptoms or what procedures to follow if other adults are accused. This means they cannot implement procedures to effectively safeguard children.

There are professional, friendly and trusting partnerships between parents and the childminder. Good quality information, such as written policies and information on the setting, is shared at initial meetings. Parents are appropriately encouraged to share what they know about their children through ongoing discussions and the completion of child record forms which detail items, such as the children's language, religion, likes and dislikes, and the childminder asks about children's interests. Appropriate information from parents and other settings that children attend is used to identify children's starting points and suitably promote their welfare and learning. They are all encouraged to participate in all activities, including helping with other children's learning. As a result, there are extremely friendly relationships between the children and the childminder. Children's progress and achievements are shared effectively through daily discussions and by the parents having access to photographs of the children's activities and a written daily diary. The childminder takes some good steps to ensure the continual improvement of the welfare and learning of children. For example, she attends additional training courses, such as on the Early Years Foundation Stage. In addition to this, she completes a self-evaluation form, which effectively identifies strengths and weaknesses in her setting, and parents are regularly asked to comment on the care and learning that their children receive.

Most of the required records are maintained, reviewed appropriately and stored confidentially. However, although the childminder obtains written consent to seek emergency advice for children, she is in breach of requirements as a result of not obtaining parents' written permission to seek emergency treatment. She is also in breach of requirements as she does not have records of the risk assessments regarding her outings and trips. The record regarding the risk assessment of the premises does not include the date on which it was conducted or indicate all the risks that need to be considered, particularly in the outdoor area.

The quality and standards of the early years provision

Children have good opportunities to develop a good understanding of health and hygiene. For example, they participate in healthy living activities where they enjoy trying a variety of different fruits and vegetables. They engage in daily routines, which promote good hygiene. For example, they wash their hands after using the toilet and before their meals. Children enjoy a wide selection of resources and activities that cover all areas of learning and are provided in both indoors and outdoor facilities. The childminder provides a secure, very friendly environment where children's individual welfare needs are recognised and met. As a result, they are happy, confident and very well behaved. For example, older children praise younger children, whilst helping them with their activities. Children are developing good independence skills through easily accessing their toys and equipment. For example, they are set out in toy boxes at their level. The childminder implements positive steps to minimise risks to children's safety both inside and outside the premises, which ensures their overall safety. In addition to this, children are able to develop a good understanding of keeping themselves safe. They know they must hold hands and watch for cars when crossing the road and that they must not touch ovens because they are hot.

The childminder has a good understanding of how children learn and, as a result, children are making good progress in their learning. In particular, she promotes and extends good language and literacy skills and encourages children to focus and think by asking lots of open-ended questions. For example, when children notice a particular bird, the childminder asks if they remember what type of bird it is, gives clues to help them remember, asks them when they last saw it and what it was eating. She then extends their knowledge by talking about how these birds often come in the winter and how they need to be fed. As a result, children are stimulated and interested and develop good knowledge and understanding of the world. The childminder also uses the activities that children choose to progress their understanding and skills. For example, when they are completing puzzles, she effectively encourages understanding of problem solving, reasoning and numeracy by counting with them, pointing out shapes, similarities and differences. Observations show that the childminder uses her knowledge on the children well to promote their learning. However, the records she uses as part of her assessment system do not identify the next steps in learning for the children or how this is used to inform planning. In addition to this, the childminder's written plans of adult-led activities do not reflect the individual needs of all children, although she actively promotes these.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 (CR5). 24/12/2008

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 (CR5). 24/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.