

Inspection report for early years provision

Unique reference number	EY246463
Inspection date	13/03/2012
Inspector	Ann Cozzi
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 was registered in 2002. She lives with her husband and two children aged 16 and 13 years in Harlow, Essex. The whole of the childminders home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge of each child's needs which ensures that their welfare and learning is adequately promoted. She keeps parents informed about what their children are doing and obtains information about their needs and routines. However, some of the requirements required for the effective care of children are not in place. The childminder has undertaken a self-evaluation of her practice and is committed to improving and developing her service.

What steps need to be taken to improve provision further?

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

- implement an effective system to ensure that people aged 16 or over likely to have regular contact with children are suitable to do so (Suitable people) (also applies to both parts of the Childcare Register) 27/03/2012
- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 27/03/2012

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

- develop the opportunities for partnership working where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

The childminder has a detailed safeguarding policy and demonstrates a clear understanding about her responsibility to safeguarded children from the risk of abuse or neglect. However, she has failed to ensure that Criminal Record Bureau checks are undertaken on all persons aged 16 years and over living on the premises. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Whilst this has the potential to place children at risk the childminder has in place appropriate systems to prevent any unchecked persons having unsupervised access to minded children. All other records, contracts and consents required by legislation, are in place and maintained. This includes a daily register which means that the childminder is able to safely account for children in her care at all times. The childminder has clear written policies to cover many aspects of her service. This includes a detailed risk assessment which has been carried out on all parts of the property ensuring that children are cared for in a safe and secure environment. Whilst the childminder has a first aid qualification it does not meet requirements approved by the local authority, this is because it does not include paediatric care as required. This is a breach of requirements and has the potential to compromise children's health in an emergency.

Resources are adequately organised and the environment is warm and welcoming. The childminder uses the living room as the main area for play and resources are stored at low level in the hallway making them accessible to children. There are some resources which reflect our diverse world and the childminder also organises regular trips in the local community ensuring that children, for example local activity groups. The childminder exchanges verbal information with parents on a daily basis and ensures that they have access to their child's records. They are provided with the childminders policies when they start to ensure they are well informed and are encouraged to share details about their children's development.

Whilst the childminder understands the value in working in partnership with others, systems are not yet in place to share information about children's learning and development when they attend other settings to ensure continuity. The childminder strives to ensure her provision is sustainable, for example, children are encouraged to recycle food and its packaging. The childminder regularly reflects on her practice to identify area for improvement. For example, making contact with a childminder advisor to keep up-to-date with information and improve her practice. Recommendations raised at the last inspection have been implemented in practice therefore demonstrating the childminders capacity to improve.

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

Children are settled and happy in the care of the childminder. They are provided with a satisfactory range of appropriate activities and can independently access toys which interest them. Children go out into the local community every day to

use local playgrounds and visit activity groups. The childminder makes observations of children's play to identify their next steps in learning. This information is used to plan a range of activities which help children to progress adequately towards the early learning goals.

Children have lots of fun taking part in creative play and are encouraged to use their imagination to recreate real and imagined experiences. For example, they excitedly tell the childminder that the toy car they are playing with is taking them to watch an ice show. Demonstrating their growing confidence children interact with the childminder, negotiating plans and taking turns in conversation. For example, inviting her to take part and then discussing the rules of their game. Children demonstrate their growing understanding of everyday words to describe position, for example, during their game they invite the childminder to 'get into' the car. Children develop problem solving skills as they show interest in a model car, turning it over exploring all sides. Using the childminder as a source of information they ask lots of questions as they learn about the differences between model and toy cars. Children are beginning to distinguish between quantities, recognising that a group of objects is more than one, for example, using calculation they tell the inspector that there are two slippers. Whilst watching television they have fun as they demonstrate their growing recognition of numerals excitedly telling the childminder the name of each number they see.

Children's independence is encouraged and they are keen to manage their own personal hygiene. Showing a sense of pride they tell the inspector that they can wash their own hands. Sound hygiene procedures are in place to prevent the risk of infection, for example, children wash their hands before food. Drinks are easily accessible and the childminder provide snacks and meals which are generally healthy. Children learn to keep themselves safe as the childminder talks to them about issues such as road safety when out of the setting. Fire evacuation is practised so that children learn what to do in the event of an emergency. Children have developed a warm and trusting relationship with the childminder, showing that they feel safe in the setting.

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	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 (Suitable people, Welfare of the children being cared for). 27/03/2012

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 (Suitable people, Welfare of the children being cared for). 27/03/2012