

Inspection report for early years provision

Unique reference number	EY258698
Inspection date	04/02/2010
Inspector	Melanie Calway
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2003. She lives with her partner and four children, aged 16, 18, 17 and 14 years in a village close to the town of March, in Cambridgeshire. The whole of the childminder's house 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, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools and takes them on regular outings to the park and to toddler groups. She is a member of the National Childminding Association.

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 and benefit from a warm and relaxed environment. The childminder knows the children well and so is able to provide activities which are appropriate to their stage of development and which take account of their particular interests. She is beginning to make observations of their play and learning to help them to progress. Weaknesses in organisation have resulted in some requirements of the Early Years Foundation Stage (EYFS) not being met. The childminder has a good relationship with parents and exchanges information with them on a regular basis. She reflects on her practice and works with her local authority to identify areas for development to improve the service.

What steps need to be taken to improve provision further?

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

- undertake appropriate paediatric first aid training at the earliest opportunity and maintain a current paediatric first aid certificate at all times (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 04/04/2010
- develop the educational programme by making systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan relevant and motivating experiences for each child. (Educational programmes) 04/05/2010

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

- update the record of risk assessment to include an assessment for each type of outing
- develop the partnership with parents creating a two way exchange of information about children's learning and development.

The effectiveness of leadership and management of the early years provision

Although the childminder has kept her knowledge of first aid up to date, through her involvement in other youth activities and through research on the internet, she has not maintained a current paediatric first aid certificate as required by the EYFS and so may not have covered all the areas needed to ensure that she has sufficient knowledge to deal with any eventuality. Children are safeguarded from the risk of abuse or neglect as members of the childminder's household have undergone the necessary checks and clearances. The childminder has a clear safeguarding policy which outlines her responsibility to refer any concerns she may have about children's welfare. She has attended training on this issue and keeps all the necessary information to enable her to act appropriately, including referral numbers. The childminder's home is safe, secure and well maintained. She carries out regular risk assessment to ensure that the environment is safe for children. When going out children are protected as the childminder takes into account safety considerations for each type of outing and uses reins or buggies, depending on the age and ability of the children. She has recorded her risk assessment for the walk to school but has not included in the record her assessments of other outings. Children learn how to keep safe as the childminder gives them explanations about safety depending on their level of understanding. Young children know that they must wait and listen when crossing the road and she discusses 'stranger danger' with them, when they are old enough to understand. Children are protected from the risk of fire as they practise the fire drill so that they learn what to do in the event of a fire or emergency. The childminder tests her smoke alarms regularly and a fire blanket is installed in the kitchen.

Children access a suitable range of resources which are placed at their level so that they can select items for themselves. The childminder varies what she puts out and takes into account children's preferences. The environment is organised so that children can move around safely and independently. The childminder encourages children to play together and to respect each other's needs. Resources reflect diversity and encourage children to develop respect for other people. The childminder works with parents to ensure that children's individual needs are met, working together on issues such as establishing routines and toileting. All parents have a copy of the policies and procedures which are clearly laid out and provide useful information about the service. A regular daily exchange takes place with parents about the children's care. The childminder informs them about what their children have been doing and any significant achievements. Parents keep the childminder up to date with children's routines, interests and achievements. The childminder also exchanges information with other settings so that she knows what

children are doing there and can offer continuity. She has completed a self-evaluation from her local authority and works with an advisor to identify how she can improve the service. As a result she has recently updated policies and procedures on important aspects of the service to ensure that they are in line with current regulations. Documentation is well organised and important information retained.

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

Children enjoy a range of suitable activities. They attend a regular toddler group and a childminding group and visit the local park. In the home children are able to choose freely from a range of resources and activities. They enjoy blowing bubbles in the kitchen or playing with the play dough and with the farm and small world play in the living room. The childminder has built up positive relationships with the children in her care and knows them very well. She supports them as they play, chatting to them and asking open-ended questions to encourage their language and thinking skills. She supports their growing independence well, giving children time to complete self-care activities, such as filling up the sink and emptying it to wash their hands. This promotes their confidence and self-esteem. The childminder uses her knowledge of the children to help them to make progress and has started to make some observations of their play and learning but is not using systematic observations of their achievements, interests and learning styles to plan for each child across all the areas of development. As a result systems are not in place to share information with parents about children's learning and development across all areas.

Children communicate confidently with the childminder. They chat happily to her and she talks and listens, giving them time to respond. Books are available for children to select stories and pens and pencils are available for children to write and draw or practise their mark-making skills. Children become familiar with shapes as they play with play dough and number puzzles are used to encourage children to count. Children use their imaginations as they make ice-creams with play dough. They are given regular opportunities to do craft activities such as painting or sticking. They learn about the world around them through regular outings and visits, for example to a butterfly park. In the summer they grow sunflowers, digging the compost and planting the seeds. Regular outings to toddler groups help children to socialise and learn to play and share with others. Their independence skills are promoted well as they complete tasks for themselves and make choices about what they want to do. The childminder encourages them to do things for themselves saying 'you can do it' to help them to feel a sense of achievement. The garden is well used in fine weather and the childminder ensures that children have opportunities for physical play at other times, for example catching balloons indoors. Visits to a local park provide opportunities for large physical play and children develop fine manipulative skills using the play dough tools or pencils.

Parents provide snacks and meals. The childminder encourages children to eat their sandwiches first so they begin to learn about a healthy diet. Children have

access to their drinks at all times. The childminder talks to the children about keeping healthy so they learn how to keep themselves healthy. She introduces hand washing activities so that they learn why they need to wash their hands and talks about covering our mouths for coughs and sneezes. The home is maintained to a high standard and there are effective procedures in place to minimise the risk of infection. Children feel safe and secure in the setting and have built up warm and trusting relationships with the childminder. They learn about keeping safe as they practise the fire drill and learn about road safety. Children make a positive contribution as they learn to be independent and make choices in their play. They are learning skills for the future as they develop language and social skills.

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	4
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 identified in the Early Years section of the report (Arrangements for Safeguarding Children) 04/04/2010

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 identified in the Early Years section of the report (Arrangements for Safeguarding Children) 04/04/2010