

Inspection report for early years provision

Unique reference number	EY350464
Inspection date	01/02/2010
Inspector	Sheena Gibson
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 registered in 2007. She lives with her partner and two children aged three years and 15 years in Beeston, Nottingham. The whole ground floor of the childminder's house is used for childminding and two bedrooms and the bathroom on the first floor. There is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local toddler group, takes children to the local library and takes children to the local park.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under the age of eight years. Currently there is one child on roll of who is in the early years age range. 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.

Children's individual needs are suitably met because the childminder obtains sufficient information from parents at the point of registration. Systems and documentation that support children's welfare are, in general, suitable although not all required records are maintained effectively and the childminder's over-all knowledge of safeguarding is not strong. On the whole, children's learning is promoted satisfactorily and so they make sufficient progress. The childminder has started to develop systems for evaluation but, as yet, these are not fully effective. The childminder has built positive, cooperative relationships with parents, which benefits children's welfare and learning.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and welfare) 15/02/2010
- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises; identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked. (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 15/02/2010

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

- develop further understanding of the steps to follow if there is a safeguarding concern, ensuring that the safeguarding policy is in line with the Local Safeguarding Children Board guidelines.
- develop further systems for evaluating the provision to identify the strengths and weaknesses and use the information to effectively plan for future improvement
- undertake effective observations to identify children's next steps for learning and use these to ensure that children successfully progress across the areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder takes steps to safeguard and support children's safety. For example, she has a suitable awareness of possible signs and indicators of abuse, although is not fully confident in the steps to follow if she has a concern and the safeguarding policy is not in line with Local Safeguarding Children Board guidelines. All adults in the home are checked through the Criminal Records Bureau and the childminder closely supervises the children at all times. There are no apparent risks to the children in the home environment and garden area. The childminder does visual checks on a daily basis and takes practical steps to minimise the risk to children such as putting in place a fire guard. However, she is not complying with the requirement to carry out and maintain a record of risk assessments made on the indoor and outdoor environment and therefore may not be fully aware of factors that potentially impact on children. When children are taken on outings the childminder considers, for example, where they are going, how they are getting there. Children travel safely, for example, in a pushchair, they are appropriately clothed and the childminder takes helpful items with her such as, her mobile phone, which has parents details in, and a travel first aid kit

The childminder has completed the required training courses and has a valid first aid certificate. Whilst she has a positive aim for her setting and is aware of some of the strengths and weaknesses of her practice she is not fully proactive in taking steps to improve her practice. For example, she is not effectively evaluating her provision and making plans for continuous improvement to ensure better outcomes for children. The childminder has regular communication with parents, both verbally and in writing, which supports the continuity of care for children. She obtains required information from parents in order to support children's care and well being at the point of registration and copies of the childminder's policies and procedures are given to parents, including a suitable complaints policy. This contributes to them having satisfactory involvement with their child's care and an understanding of the factors that impact upon their children. The childminder has a positive attitude towards working in partnerships in the wider context although she is not currently caring for children who also attend another setting.

Resources are deployed well. The childminder uses space in the environment effectively with all children having access to available toys and activities. There is

appropriate furniture and equipment and the childminder shares her time well between the children. Young children's routines are considered so that their needs remain met. Equality and diversity are satisfactorily promoted. The childminder has a positive attitude to promoting anti-discriminatory practice. All children are included in the setting, with considerations and/or adaptations being put into place where required. There are resources such as books available for children that depict positive images of different people, which help children to understand about the diversity of society and contributes to good citizenship.

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

The childminder supports children's learning in a satisfactory way and so they make suitable progress. She encourages them to develop skills by, for example, demonstrating how to do something and encouraging them to have a go at repeating sounds and words. She has begun to undertake simple observations on the children, although is not effectively identifying their next steps for learning, which potentially impacts on their progress across the areas of learning. Nevertheless, there are a sufficient range of play opportunities that support their developing skills. The environment is warm and homely. It is suitably spacious for early walkers to move freely, with a range of accessible toys at floor level for children to make choices from.

Children are happy when they are playing and demonstrate this by smiling and being involved with their play. They are curious and enjoy delving into the 'doctors' kit box picking out the different items. For young early years children toys that make sounds and stimulate senses are a favourite. For example, they enjoy the electronic, musical toys. They giggle out loud when playing with the musical shaker and listen intently to the cartoon characters singing and dancing as they 'bob' up and down on the childminder's knee. They are capable at expressing themselves, communicating through sounds and noise, 'shouting' when they want a particular item that they cannot reach. They thoroughly enjoy the company of each other and behave well. Younger early years children frequently look to their slightly older friends for approval and attention, responding with a broad smile. The children build a tower of soft bricks, counting with the childminder as the tower goes higher; they then enjoy knocking it down. They work out where pieces go into the shape sorter or puzzle, promoting early problem solving skills. Children have regular physical activity such as going to the park, playing with balls and dancing, supporting a healthy lifestyle. They are trusting of the childminder and demonstrate this by frequently going to sit with her and have a cuddle, contributing to their feeling safe and secure.

Children's health is suitably supported and they gain an early understanding about good hygiene through routines such as hand washing before meals. The childminder's home is clean and well maintained. She has suitable procedures in place to minimise the risk of germs spreading to children through, for example, implementing a sickness policy, which encourages parents to keep poorly children at home. The childminder is willing to administer medication to children if required,

although is obtaining prior written permission from parents for each and every medication, potentially impacting on children's well-being.

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	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. (Welfare of the children being cared for) 15/02/2010

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 specified in the early years section of the report. (Welfare of the children being cared for) 15/02/2010