

Inspection report for early years provision

Unique reference number	EY401708
Inspection date	14/06/2010
Inspector	Alexandra Brouder
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 2009. She lives with her husband and children aged 10 and four years in the Corby area of Northamptonshire. The childminder is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Toilet facilities are provided on the ground floor. There is a fully enclosed garden for outdoor play. She has a pet cat and fish.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child on roll. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and confident in the setting and the childminder offers them a warm and welcoming environment. She has a developing understanding of the Statutory Framework for the Early Years Foundation Stage, although, is not yet using this to best support the needs of the children in her care. For example, risk assessments are not yet in writing and consent for emergency medical advice or treatment is not sought before children begin. This has the potential to compromise children's welfare. She is beginning to observe and assess children's learning and play, although, this is still in the early stages. Sound partnerships with parents are in place and the childminder works closely with them to ensure that children's individual needs are known and catered for. Systems to self evaluate are not yet used to best support her practice, however, she is committed to improving her service to children and their families.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 21/06/2010
- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment). 28/06/2010

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

- develop further the use of observations of children's progress to highlight next steps for individuals to work towards and use this information to plan and provide practical play activities to help children make as much progress as possible in all areas of learning
- develop systems to monitor and self evaluate the provision to meet children's needs more effectively
- ensure that regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected and supported as the childminder has a sound knowledge and understanding of Local Safeguarding Children Board procedures and what to do should she be concerned for a child's welfare. Children's safety is generally well supported in the setting through daily visual risk assessments and by the childminder offering constant supervision. However, written records of risk assessments are not in place which is a breach of the requirements. A comprehensive and detailed range of policies and procedures are in place to promote children's health, safety and welfare. However, the childminder has not sought written consent from parents to seek emergency medical advice or treatment should the need arise. This is a breach of the requirements.

Secure relationships have been developed between the provider and parents of minded children, enabling the childminder to offer appropriate care and attention to their children. A range of useful information is shared with parents regarding the childminder's services enabling them to be fully informed. Most necessary documentation is completed before children begin regarding their individual requirements and daily feedback is shared both verbally and in writing regarding children's care. Information on how children progress through the six areas of learning is beginning to be shared, although, this process is still in the early stages of development. The childminder understands the importance of working with other settings that offer care to children and demonstrated how this would be managed should this be required.

The childminder is committed to providing all children with an inclusive environment and recognises that they are all individuals and have differing wants and needs. She keeps her numbers to a minimum to enable her to offer individual support to those in attendance, thus, the childminder has good relationships with children in her care. A range of appropriate toys and resources are readily accessible to children and the childminder ensures that these reflect the age and stage of children in attendance as well as promoting the needs of other cultures and lifestyles. The childminder is keen to improve her practice and has completed relevant training to support her progress. Steps to self evaluate her service are not yet in place to enable her to clearly identify areas for development.

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

Children are happy and at ease in this child centred family environment. Their safety is appropriately supported through the use of stair gates and secure entry and exits. Although, the childminder has a written emergency evacuation plan, she has not yet practised this with children which has the potential to impact on their welfare. The childminder offers guidance and support to children in her care with regard to safety. For example, as she speaks to a child about putting on their reins so that they are 'safe' in the highchair. In addition, she reminds her own child to keep smaller items out of place from younger children as they may cause them harm. Children's health is appropriately supported as the childminder ensures that liquid soap and daily changed hand towels are accessible to them and wipes for babies, ensuring that the risk of cross infection is reduced for all. She seeks and records information about each child's specific medical and care needs, such as, allergies, so that she can take account of these, and works closely with parents regarding children's meals and snacks to ensure that what is provided is healthy and well balanced. Regular trips in the locality are offered to children, such as, trips to the park and toddler groups to enable children to further explore their physical abilities.

Children are confident and gain independence as they easily and freely access the toys and resources in the organised play environment. They have developed warm relationships with the childminder and regularly engages her in their play. They are offered lots of cuddles and affection which helps them to feel secure. Their behaviour is good and they listen to direction from the childminder as and when needed, for example, when asked not to chase the cat round the table. The childminder is in the early stages of using planning, observation and assessment in identifying what children can do and plans practical play experiences to support their learning. However, she does not yet use these systems to ensure that the six areas of learning within the Early Years Foundation Stage are planned for effectively, nor does she consistently record children's next steps in their learning and development. This has the potential to impact on the progress that children make.

Their early language skills are supported as the childminder listens to them babble and squeal in their play, which she responds to through talking about what they are doing and naming toys and shapes in the children's play. In addition, the childminder frequently reads to children and ensures that they can access a range of books, such as, picture and word books and uses singing and rhymes to enable children to begin to hear a range of familiar words. Children are beginning to learn about nature as the childminder has recently developed a planting area in which various items are being grown. Children explore battery operated equipment as they push various buttons on their toys to make noises and delight in the sounds they make. Children gain an awareness of the world in which they live through watching various children's television programmes, resources and trips in the locality.

Children's awareness of shape and space develop as they access a range of

resources, such as, shape sorters, inset puzzles and books. Practical play activities develop their awareness of counting and colours, for example, as various coloured balls are passed down a chute. The childminder discussed how she uses number songs and rhymes in everyday play along with talking about how many pieces of fruit, for example, she gives to children, to enable them to hear number in use and, therefore, gain an understanding. Their creative abilities are developing as they enjoy moving to music and have access to a range of toys, such as, soft books, musical resources and cuddly toys to develop their sensory awareness. Children begin to use furniture to pull themselves up to standing and practise their walking as they skilfully manoeuvre around the toys. This is well supported by the childminder as she places toys and equipment out of reach and around the room to enable children to do this.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (Suitability and safety of premises and equipment) 28/06/2010

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 compulsory childcare section of the report (Suitability and safety of premises and equipment) 28/06/2010