

Inspection report for early years provision

Unique reference number	EY402687
Inspection date	07/02/2012
Inspector	Anna Davies
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her daughter aged eight years old in the city of Peterborough, Cambridgeshire. The whole of the childminder's house is registered, although, childminding predominantly takes place on the ground floor. There is a fully enclosed garden for outside play. Bathroom facilities are located upstairs. The house is within walking distance of local amenities, such as, schools, pre-schools, shops and parks. The family has a pet hamster and two goldfish.

The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. She 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 five children in this age group. She also offers care to children aged over five years to 11 years. The childminder is also registered to provide overnight care for one child under the age of eight years. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a suitable range of activities to help children make reasonable progress in their learning and development. She deploys her resources, so that children can make choices about their play. The childminder works with parents to ensure children are settled in her care and their individual needs are appropriately met. Most documentation is maintained appropriately to promote children's safety and welfare. The childminder has a satisfactory awareness of some areas for development that would benefit the children. However, she has yet to implement an effective system to evaluate and monitor the overall quality of the provision.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review, this specifically relates to keeping a record of when the risk assessment is reviewed at least once a year (Documentation). 21/02/2012

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

- develop systems for reflection and self-evaluation to evaluate and monitor the quality of the provision and to identify the priorities for development that will further improve outcomes for children
- ensure that the risk assessment covers anything with which a child may come into contact, this specifically relates to the hanging blind cords in the conservatory
- improve the provision of resources, images and activities that help broaden children's understanding of other cultures and to reflect more positive images of diversity
- develop a systematic approach to using observations of children at play to assess and plan for the next steps in each child's developmental progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder is clear about the procedures to follow should she have concerns about a child in her care. She has a written safeguarding policy, which is shared with parents and contains relevant contact numbers should she need to seek advice or make a referral. The premises are generally safe and the childminder has taken action to minimise most risks to children. For example, she has a catch on her bedroom door to prevent children entering unsupervised and installs protectors to prevent children injuring themselves on exposed corners. However, blind cords hang low in the conservatory where children play, posing a potential risk to their safety. Furthermore, these have not been identified on the risk assessment as something which children may come into contact with. Otherwise, risk assessments are mostly effective and updated as necessary, for example, when the family got a new hamster, new laminate flooring and a trampoline. However, it is not evident from the record that the whole risk assessment has been reviewed at least annually. This is a legal requirement.

Children freely access a satisfactory range of toys and resources from the conservatory, enabling them to make independent choices in their play. Children's work and photographs are displayed in the entrance hall. Children love to look at these and it gives them a good sense of belonging. Days are suitably organised around trips to local groups, giving children opportunities to socialise, free play and some adult-led, planned activities. Inclusive practice is satisfactorily promoted. All children have access to activities and resources and all are encouraged to take part. Although, no children currently attend other provisions, as well as the childminders, she has a reasonable understanding of the importance of maintaining open lines of communication with other providers to ensure consistency for children. The childminder keeps parents appropriately informed about their child's day and the service she offers through regular discussions, notices and photographs in the entrance hall and a suitable range of written policies. References from parents speak positively about the childminder's provision.

The childminder has not developed a system to evaluate and monitor the quality of

the provision. However, she has identified some areas in need of development, such as, her provision of resources, activities and images that reflect diversity. These are currently limited and do not help children to gain a secure understanding of people's similarities and differences. This gives her a satisfactory capacity to improve the outcomes for children.

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

Children are offered an appropriate range of activities and experiences. The childminder's support is satisfactory, although, sometimes lacks appropriate challenge and extension as assessment procedures are not yet altogether effective. She has warm relationships with the children and they are keen to engage and involve her in their play. Each child has an assessment file containing photographs and some basic observations about children's learning. However, this system is not used systematically. Observations are not in date order or consistently linked to areas of learning, which makes it difficult to see the progress children are making towards the early learning goals. Next steps are not securely identified across all areas of learning, so this information is not able to be used effectively to plan for children's individual learning needs.

Children behave generally well and they demonstrate that they are learning key skills, such as sharing. For example, very young children spontaneously say 'share' to others when they wish for a turn. Children take part in mark-making activities, such as painting and drawing. They enjoy reading books, as well as looking through their assessment file photographs, recognising their friends and siblings. Children's language development is appropriately supported as the childminder asks simple questions about what their friends are doing in photographs and introduces more complex words, such as 'spaghetti', which children attempt to repeat. Children independently solve simple problems. For example, one child thinks they have solved the seating problem by fetching a bean bag for another child before deciding that all three of them can squeeze onto the child-sized sofa, which is the best way of going about this. Simple counting and number language is promoted, for example, as the childminder counts out 'one' biscuit at snack time. Children are curious about things they observe, for example, as the water comes out of the bottom of the colander. They have some opportunities to learn about nature and growing. Children are interested in simple technology, such as the digital cash registers, pressing the buttons to see the numbers appearing on the display. Overall, children are developing suitable skills to support their future learning. During finer weather, more use is made of the garden for physical activities. At other times, children make some visits to the local park and enjoy dancing activities inside. Children enjoy role play and art and craft activities, giving them suitable opportunities to develop their creative and imaginative skills.

Nappy changing procedures are satisfactory in reducing the risk of cross-contamination. The childminder understands about following good hygiene procedures, such as wiping the table before and after children eat. She ensures that she engages children in hand washing before they eat and after nappy

changes, singing songs to make these routines fun. The provision of snacks and meals is satisfactory and children freely access drinks throughout the day to keep them hydrated. The childminder holds a valid first aid qualification, enabling her to deal with any minor injuries effectively. All documentation relating to the administration of medication and recording of accidents is appropriately maintained and shared with parents.

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

The quality of the provision in the Early Years Foundation Stage	3
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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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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