

Inspection report for early years provision

Unique reference number	EY424516
Inspection date	03/11/2011
Inspector	Lindsay Hare
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 registered in 2011. She lives with her husband and three children aged seven, five and three years old in Pin Green, Stevenage. The childminder's husband has also recently registered as a childminder. The ground floor and one bedroom and bathroom upstairs are used for childminding. The childminder provides care before and after school all year round. The family has a fish tank.

The childminder is registered to care for three children under eight years, of whom two may be in the early years age group. She currently cares for four children, all of whom are in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a wide range of activities to help children make satisfactory progress in their learning and development and is developing the process of observational assessment. 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. There are generally good procedures in place to protect children from harm, however, some of the required documentation is not in place and there is a breach of regulations. The system for self-evaluation is evolving.

What steps need to be taken to improve provision further?

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

- request written parental consent at the time of admission, to the seeking of necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 10/11/2011

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

- ensure that the children's record of attendance shows accurate times of arrival and departure
- improve the process of observation to gather information about children's learning in order to record their progress in relation to their stage of development in each area of learning, and use this to identify and plan their next steps.

The effectiveness of leadership and management of the early years provision

The childminder is clear about notifying Ofsted of any changes or to the suitability of adults living on the premises. She understands her role in safeguarding children and has attended training in child protection so she is clear about the appropriate procedures to put into practice when necessary. This means children are kept safe from harm. Documentation is in place to promote the welfare of children. However, written consent to seek emergency medical treatment is not requested at the time of admission. This compromises children's welfare in an emergency and is a breach of the requirements. A detailed, formal risk assessment is in place to identify hazards and ensure action is taken in order to protect children, both inside and outside or while on outings. The childminder supervises children as they play, making sure her home is secure so that they cannot leave unattended.

The childminder promotes inclusion appropriately as she makes sure the activities on offer suitably meet children's individual needs. Resources are organised so that children can select toys and activities they wish to play with, and these are checked regularly to ensure they are safe for children. The childminder visits places within the local community and the children have their own rota for recycling household waste into the bins. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and is beginning to make links with these settings. The childminder has begun to identify some areas of strength and areas which require development in order to maintain continuous improvement.

The childminder has good relationships with parents; she gathers clear information from them so that she knows about children's individual interests and needs, and can provide a consistency of care. Parents receive daily verbal feedback so that they know about their child's day, and the childminder often sends text messages to reassure them if their child was unsettled when they left. Although a record of children's attendance is kept, this is not accurate with regard to the times of arrival and departure as it is completed in advance of children attending, therefore children's safety may be compromised.

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

The childminder has a sound understanding of how young children learn and this enables her to provide experiences and activities to support each child's learning and development. The childminder is developing a record of children's progress, however, the information gained from her observations of children is not used to identify the next steps in each child's learning. The assessment is linked to the early learning goals at the end of the Early Years Foundation Stage, rather than their progress throughout and how they are achieving the developmental stages in each area of learning.

Children are developing independence skills as they help themselves to toys and

they are encouraged to learn about sharing through turn taking games. The childminder provides a welcoming, caring environment where each child is valued, and they are relaxed and comfortable in her care. Some resources are in place that help children learn about the diverse society in which they live and the childminder provides activities, such as tasting different foods, to encourage children's understanding of other cultures. They gain awareness of the wider community as they visit local amenities and they socialise with others at local group sessions. The childminder has appropriate systems in place to care for children with special educational needs and/or disabilities.

Children learn problem solving skills as they put the train track together and older children are encouraged to cooperate, finding a train for a younger child. Children begin to develop early writing skills and readily make marks to represent their ideas, for example, children asked to draw a firework picture and the childminder extends this asking questions about when they have fireworks, what colours they are and the sounds they make. Younger children are included and use chubby crayons to make marks, copying the circle shapes the childminder draws. Children enjoy looking at books and sharing stories, and visits to the local library further enhance their literacy skills. Children explore their creativity through a range of messy play activities, especially when they visit the various toddler groups. For example, they skilfully thread cereal pieces onto strawberry laces to make edible necklaces. These simple activities begin to lay satisfactory foundations to develop children's future skills.

The childminder continually supports children in gaining an awareness of how to keep safe, both in the home and on outings; for example, she talks to the older children about why the younger children should not use the sharp pencils and provides chubby crayons instead. They learn about how to cross the road safely and they practise the fire drill so that they know what to do in an emergency. Systems are in place for recording accidents and medication; the childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification. Children enjoy some opportunities for fresh air and exercise as they play in the garden or local park. Clear information is gathered about children's likes, interests and dietary requirements. They learn about healthy eating because the childminder provides healthy snacks.

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	2
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	2

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	2
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	2

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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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