

Inspection report for early years provision

Unique reference number	EY244726
Inspection date	07/10/2009
Inspector	Sandra Hornsby

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 2003. She lives with her two children aged 17 and 11 years old in the Ravensthorpe, Peterborough, Cambridgeshire. They live close to local shops, schools and parks. The whole of the ground floor is used for childminding. There is a fully enclosed garden available 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 one child in this age group. She also offers care to children over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has two cats who do not have contact with minded children.

The childminder supports children with special educational needs and/or disabilities, or children who speak English as an additional language.

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 recognised by the childminder. Although children are happy and enjoy a relaxed and informal setting that enables them to feel safe and secure. However, the childminder is not fully meeting her regulatory duties as her policy regarding safeguarding is not sufficiently robust to ensure it fully protects children. Young children have opportunities to make independent choices about their play and the childminder makes every effort to ensure babies can access toys that enable them to make progress. A positive partnership with parents make sure needs of the children are met and there is continuity of care between settings. The childminder is able to realistically identify the areas of development required that will improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure an effective safeguarding procedure includes the procedure to be followed in the event of an allegation being made against a household member or visitor (Safeguarding and promoting children's welfare) 22/10/2009
- ensure a procedure to be followed in the event of a child going missing is shared with parents.(Safeguarding and promoting children's welfare). 22/10/2009

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

- ensure children are offered opportunities to use a range of tools and objects in the natural environment
- make systematic observations and assessments of each child's interests and learning styles
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The childminder has sound knowledge about what to do if she has concerns about a child and has information that would support her actions. However, she is not fully meeting her regulatory duties. This is because her systems are not up-to-date and are ineffective in safeguarding children if there was an allegation made against a household member. The childminder has not considered a procedure to safeguard children if this was to happen. All household members have been suitably checked, and steps taken to eliminate any risk from unchecked people. Visual risk assessments and recorded assessments are undertaken to make sure the environment remains safe for babies and young children, so that children play freely in a safe and hazard free environment. Outings and groups have been risk assessed and the childminder makes sure toys and resources used by the children are safe. Children participate in fire drills and this helps them understand about their own safety and how they can help each other.

Resources are limited but support children's learning adequately because the children attend groups and use different types of equipment. Toys are organised safely and allow children to explore at their own pace. Equipment and furniture is suitable for babies, it encourages them to move about the space and practise their newly acquired skills, for example, pulling themselves to stand and walking about confidently holding the furniture. The childminder is aware of children's changing needs and attends groups to ensure they receive a variety and balance of curriculum activities and resources. This helps children to learn and develop and make adequate progress. The childminder is taking steps to ensure resources and her environment is sustainable and continues to ensure children make progress. Children are supported in an environment where equality, diversity and inclusion is important. The childminder is aware of where the children are at in their development through her visual observations. She makes sure she is engaged with parents as they exchange information and keep up-to-date with the children's changing needs. There is some equipment children use in their every day play that reflects diversity, young children and babies also have regular opportunities to go out into the local community and meet other people. This helps them understand about differences and appreciate all people.

Partnerships with parents are building as they are new relationships, but both parties share and exchange information that supports continuity of care. This

makes sure the children's needs are met. Initial information helps the childminder identify basic development and care needs, for example, toilet training, likes and dislikes. Policies, procedures and permissions for various actions and activities are shared to make sure parents know the responsibilities the childminder. Enabling parents to be involved in their children's care, however, the childminder does not have a procedure to be followed in the event of a child going missing. Daily diaries are written for parents to take home, so they are made aware of the children's daily events and are able to monitor the children's well-being. The childminder is aware of the importance of working with other agencies and is developing systems to enable her to communicate and liaise with others effectively.

The childminder is keen to seek further improvement. She is able to identify her strengths and weaknesses, and make plans to prioritise her actions. She demonstrates a capacity to tackle these areas of development and is prioritising her efforts. She is putting into place an action plan, to include training, to support her development of observation, planning and assessment and understands the benefits to children once this has been achieved.

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

The childminder demonstrates some understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. She offers a caring, welcoming environment where she supports children's learning and development and meets their needs. Children have access to a safe and age appropriate selection of toys including, books, shape sorters, activity centres, computers, and telephones. However, resources are limited and do not include sensory or natural objects, which hinder young children's exploration, investigation and learning through their senses.

Babies and young children have opportunity to learn and explore at their own pace and make decisions about what they do. Children independently hold spoons and drinking cups and hold their hands up when its time to wash them. Children understand when it is meal time and become excited when the childminder goes to the fridge. Babies explore a banana skin with interest, they try to taste it and then attempt to put it back together. The childminder sits on the floor, offers eye contact, smiles and responds to the sounds and babbling of the baby. The baby responds with smiles and pointing and uses a few recognisable words in context. Children are interested in their environment and use the furniture and equipment to practise early walking skills. Children enjoy their time, they enthusiastically look at books, bring their favourite book to the childminder and use small movements to push button, this makes the cat meow which they find fun. Children benefit from the interactive language, questions and reinforcing of words as they explore and develop their language.

Although the childminder has sufficient understanding about child development and how children learn, she is just developing systems to observe, evaluate and monitor children's learning and plan for their next step. Some observations have been carried out and she has knowledge of the progress children are making.

Plans are not currently in place and day to day play is generally instigated by the children's interests or group attendance. Consequently, children are not benefiting from individually planned experiences that are appropriate for their stage of development. This is, however, identified by the childminder as something she wishes to develop.

Children welfare is met to a satisfactory standard. Children are beginning to feel safe and secure in the care of the childminder. They are developing a healthy relationship as they are shown lots of attention and care and look out for the childminder when she leaves the room. Babies make themselves understood through gestures and eye contact and the childminder responds. Young children are developing their physical skills and having opportunities practise their movements. Young children are beginning to understand about hygiene routines and hold their hands out to be washed after they have eaten. Packed lunches are sent by parents and the childminder supplements with fruit, toast and breakfast cereals. Children and babies benefit from regular sleep with comfort blankets and by the childminder, who understands children's likes and dislikes at meal times. Babies show excitement and demonstrate pleasure when playing with the toys and interacting with the childminder.

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:

- ensure there is an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (Arrangements for safeguarding) (also applies to the voluntary childcare register). 22/10/2009

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 stated in the compulsory part of the Childcare Register. (Arrangements for safeguarding children). 22/10/2009