

## Inspection report for early years provision

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<b>Unique reference number</b>	EY320348
<b>Inspection date</b>	16/09/2010
<b>Inspector</b>	Glenda Pownall

<b>Type of setting</b>	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 2005. She lives with her school aged child, in Wokingham, Berkshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has one dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may 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 group. She is currently minding four children part time in this age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A well-organised environment and relaxed atmosphere ensure that children are interested in the resources and activities available. The childminder is kind and patient with children. She talks calmly to them and they appear happy and at home in her care. The childminder has a generally good knowledge of children's individual needs. There are breaches of requirements with regard to documentation and risk assessment. The childminder demonstrates a commitment to improve her practice in order to improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 17/09/2010
- ensure the risk assessment is sufficiently rigorous to identify all hazards and that all reasonable steps are taken to minimise risks, with particular regard to the uncovered pond and the security of the garden fence (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 30/09/2010
- request, at the time of the child's admission to the provision, permission to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 30/09/2010

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop the current observation, assessment and planning system to plan 'what next?' for individual children.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of the procedures to follow if concerned a child is at risk of abuse. Since the last inspection the childminder has undertaken safeguarding training to refresh her knowledge. The childminder keeps a written record of the risk assessment she conducts of her premises. However, the risk assessment is not sufficiently rigorous to identify and take action to minimise all potential hazards, such as a small uncovered pond, a gap in the garden fence and toiletries accessible to children in the bathroom. This has the potential to put children's safety at risk. The childminder does assess outings to minimise risks to children but she does not follow the good practice of making a record of these assessments.

The childminder has no formal system in place to monitor her practice but rightly identifies the opportunities children have to play in the fresh air as a strength of her practice and documentation as an area for development. Generally, positive steps have been taken since the last inspection, such as, renewing her first aid certificate. Most required documentation for the safe and efficient running of the childminding provision is in place. However, the actual times that children are in the care of the childminder are not recorded and written parental consent to seek emergency medical attention has not been requested for all children.

Parents have a good understanding of the service provided as the childminder shares her written policies, including the complaints policy, with them. This ensures they know whom to contact if they have a concern and promotes the well-being of children. The childminder develops a good working relationship with parents, sharing information about daily routines and the activities children participate in. Parents are extremely happy with the care their children receive. They particularly like how active the children are and that children look forward to going to her home and are happy in her care. Parents inform the childminder of progress their children make at home via the daily discussions. There are effective procedures in place to work with the schools children attend and other services involved with children. This supports the welfare and learning needs of children.

All children are treated with equal concern according to their individual needs. Children access a good range of resources covering all areas of learning. These are organised effectively at low level, thereby ensuring they are accessible to all children. Through growing vegetables, using the compost and recycling packaging and cartons, children develop understanding of sustainability and looking after the

environment.

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

Children persevere and concentrate at activities because of the effective praise, support and encouragement they receive from the childminder. At child-initiated activities, such as, mark making, the childminder sensitively encourages children's learning by asking open-ended questions at their level of understanding. Through trial and error children explore how gears work. They select and reject different cogs with good support from the childminder. They show pleasure as one cog turns another. They develop awareness of simple technology as they understand how to turn the cog base on and off and which switch to move to make the cogs change direction. This supports children in learning skills for the future.

The childminder effectively works alongside children at both their adult led and self-chosen activities, during which she informally observes children's achievements. She is currently further developing her observation, assessment and planning systems, in order to share with parents' their child's next steps of learning.

Children enjoy healthy, balanced, home-cooked meals. They are encouraged to drink water frequently, developing an understanding of the importance of regular drinks to support their good health. Children spend much of their time playing out in the garden. They experience water play, use sit and ride toys and have lots of space to run around. Walks to the local farm and visits to play parks provide additional opportunities for physical exercise. The effective organisation of the environment means that very young children have plenty of opportunities to crawl and practise standing by pulling themselves up on the furniture. They are securely strapped into the pushchair and sleep outside in the fresh air. This contributes towards a healthy lifestyle.

Gentle reminders and simple explanations develop children's awareness of how to keep themselves safe. Children are confident to talk to the inspector and very young children offer her toys to hold. Children talk happily with the childminder during activities and very young children snuggle-in when they wake up, indicating trusting relationships. This indicates children feel safe in the childminder's care. However, the weaknesses in risk assessment and documentation have the potential to impact on how safe children are.

Children behave very well and respond positively to the good role modelling of the childminder. They share toys with younger children, and listen and respond to instructions given by the childminder. The childminder reinforces what children say by clearly repeating it back to them. She listens to and responds warmly to the sounds and gestures of very young children. This develops self-esteem and language and communication skills. Children develop awareness of the world around them through outings in the local community including attending toddler

groups.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
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 (Suitability and safety of the premises and equipment) 30/09/2010

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 (Records to be kept) 17/09/2010