

## Inspection report for early years provision

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<b>Unique reference number</b>	112152
<b>Inspection date</b>	28/11/2008
<b>Inspector</b>	Caroline Hearn
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder registered in 1993. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children aged 11, 12 and 17 years in Popley, Basingstoke. The whole of the house is registered for childminding and is readily accessible. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding eight children, in both the early and later years age range, on both a full and part time basis. The family have two pet dogs.

## Overall effectiveness of the early years provision

Children form close and trusting relationships with the childminder. The childminder however has failed to sufficiently grasp the changes in early years legislation and therefore has significant gaps in her knowledge of the Early Years Foundation Stage (EYFS). This makes it difficult for her to knowledgeably support each child to reach their full potential.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

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|--|------------|
| • ensure risk assessment records are signed and dated (Suitable premises)  | 12/12/2008 |
| • plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation)  | 12/12/2008 |
| • develop understanding of the early learning goals to enable children's progress towards these to be knowledgeably assessed and to highlight and take action on areas where they require additional support or challenge (Early learning goals) | 30/01/2009 |
| • ensure the assessment arrangements for children reflect their development across the six areas of learning (Assessment arrangements)   | 30/01/2009 |

To improve the early years provision the registered person should:

- consider how children can learn about each others cultures/beliefs and how these differences can be acknowledged and shared

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

The childminder does not carry out self assessment to enable her to identify her strengths/weaknesses and take appropriate action to develop her practice. This has resulted in significant weaknesses in her understanding of the learning and development requirements of the EYFS. Due to this children's development can not be assessed or knowledgeably shared with parents or other professionals.

The childminder has developed her policies and procedures which clearly show how she addresses issues such as children's health. Her paper work however lacks some required detail such as signing and dating the recorded risk assessments. The childminder is aware of how to safeguard children by ensuring adults in the household are suitably vetted and being aware of the appropriate routes of referral for any child protection concerns.

## **The quality and standards of the early years provision**

Children form warm and trusting relationships with the childminder as she has taken time to get to know them and their individual preferences. Children undertake a variety of activities such as painting or cooking. To ensure they have opportunities for outside play the children visit the park or play in garden each day. The childminder demonstrates a sound understanding of child development. She has not however taken on board the EYFS and the learning and development requirements. Due to this she does not have a clear understanding of each child's level of attainment or how to plan for their next steps of learning. The childminder does observe the children and keeps records of these on post it notes which she gives to the parents. These observations however are not linked to any area of learning or used to mark any progress.

During the year the children celebrate festivals and occasions such as Christmas however the childminder does not explore how these celebrations can be managed when she cares for children who do not celebrate them. Due to this children are obtaining a limited understanding of other, or in the case of some children their own, cultures and lifestyles. Children are encouraged to share the toys and resources and be kind to each other. The childminder encourages them to think how their behaviour will make others feel. The children clearly understand these messages and repeat them to each other if they feel someone is not sharing. This helps to promote a greater understanding of the needs of others and for the children to resolve these incidents at times between themselves which is a valuable life skill.

Children have freedom to explore the environment due to the childminder undertaking thorough risk assessments on all areas. Children learn suitable personal hygiene routines. The childminder uses good procedures to protect children from the dangers of cross-infection such as wearing disposable gloves when changing nappies.

The childminder shares her policies and procedures with parents so everyone is aware how she manages day to day issues such as behaviour. She also makes time to talk to parents on a daily basis to discuss any concerns. This promotes greater continuity of care for the children between home and the childminder's.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.