

## Inspection report for early years provision

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<b>Unique reference number</b>	EY374240
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Mandy Gannon
<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 was registered in 2008 and lives with her husband and their one child, aged under five years. They live in a house in the Popley area of Basingstoke, Hampshire, within walking distance to local shops, schools and parks. Children have access to the ground floor of the property for their play, and bedrooms on the first floor for rest. A secure garden is available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to mind five children under the age of eight, of which only two may be in the early years age group. She is also registered to provide overnight care for two children under 8. There are currently three children on roll, all in the early years age group, who attend on a part-time basis. The childminder has completed the Level 3 Diploma in Home-based Childcare. All areas of the property are registered for childminding. They attend children's activities in the local community.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are settled and secure in a warm, caring environment where effective care is provided to understand and meet individual needs. Children have access to a variety of toys and activities which are offered and children can access some independently. Policies and procedures are in place, although some relating to children's safety require adopting or updating. The childminder continues to develop her assessment procedures for monitoring the progress of children's learning. The childminder strives for further improvement through her commitment to further training and reflection through self-evaluation.

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

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

- ensure that written parental permission is in place to take part in outings and to transport children
- complete regular evacuation drills and record in a fire log book any problems encountered and how they were resolved
- ensure that policies are in line with Local Safeguarding Children's Board local guidance and procedures
- continue to develop knowledge and understanding of the Early Years Foundation Stage(EYFS), and how to use observations and assessments to plan the next steps in children's learning.

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

- ensure that risk assessments are carried out on each type of outing (Safeguarding and welfare)

18/02/2009

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

The childminder strives to make positive relationships with parents and carers. She shares information about the child's day both verbally and through a daily diary, developing positive relationships. However, she does not currently share information with other early years provisions, thus impacting on meeting children's individual needs. The childminder continues to develop her knowledge and understanding of the Early Years Foundation Stage (EYFS), although a requirement with regards to risk assessments on outings has not been undertaken. She has begun to make observations and assessments, however does not use these effectively to plan the next step in children's learning.

The childminder has an understanding of the signs and symptoms of abuse and neglect, and the action she would follow if she was concerned about a child in her care. Children are protected as a safeguarding policy is in place that is shared with parents. However, the childminder is not aware of the procedures of the Local Safeguarding Children's Board and does not have relevant contact details. Children's safety is compromised as regular evacuation practices are not undertaken and permission has not been sought from parents for outings.

The childminder has taken steps to improve her provision and the service she provides by undertaking further training. She has completed a course on the awareness in the Early Years Foundation Stage, the Level 3 Diploma in Home-based Childcare and her first aid certificate. The childminder has completed safety requirements indicated at her registration visit. She has completed the self-evaluation online and identified some areas for further improvement, indicating the provider's commitment to continual improvement.

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

The premises are well-maintained and organised, enabling children to use the space safely and independently. Children are happy, settled and secure in the setting, where they build positive relationships with the childminder and their peers. Mealtimes are social occasions where children sit together, supported appropriately by the childminder who encourages and praises them. Healthy, nutritious snacks are provided throughout the day. Children's independence is encouraged as they make choices, feed themselves and access drinks throughout the day, promoting sufficient, suitable nutrition and hydration. Children have access to fresh air and exercise when making regular trips in the community, contributing to a healthy lifestyle.

Children's routines are followed, such as rest times, which provide a familiar consistent day for the children. Children are aware of hygiene routines and hold out their hands for their hands to be washed prior to a snack. Children benefit as a clear sickness policy is in place, which is shared with the parents minimising exposure to illness and cross infection. The childminder has adequate

understanding of child protection and her responsibilities, although is unclear of the Local Children's Services procedures and contact details. The childminder is competent to manage any accident which may occur as she has an appropriate first aid certificate and ensures that she takes a first aid kit with her at all times.

The childminder has begun to make observations on the children using a scrap book and comments on their development in their daily diary. She has begun to identify the next steps in their learning through some focused activities, although this is not sufficiently developed. She offers children suitable activities that she thinks they will like and that will encourage their development.

Children are engrossed as they play with play dough and make choices as to which colour they would like and watch others sitting next to them. They use fine manipulative skills as they pick up pieces with a pincer grasp and pass to others. They mould into shapes and develop an understanding of size, colour and shape supported by the childminder, who extends their knowledge. They use tools with increasing dexterity and imitate others they have observed.

Children enthusiastically participate in playing musical instruments and develop an understanding of sound as they play quietly and then louder. They demonstrate increasing physical skills and understanding of the sound objects make as they roll and bounce balls on the kitchen floor. Children have opportunities to participate in creative activities, for example, making dolls using wooden spoons, and painting and sticking activities. Children benefit from regular opportunities to develop their social skills as they regularly participate in activities in their local community attending toddler groups, going for walks and meeting with friends.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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>	3
<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?	2
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 registration.

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.