

Inspection report for early years provision

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| Unique reference number | 111531 |
| Inspection date | 19/01/2009 |
| Inspector | Anne Gunston |
| Type of setting | 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 has been registered since 1991. She lives with her husband and adult son in a house in Waterlooville, a residential area of Hampshire. The premises are close to local schools, shops and parks. The ground floor is used for childminding with sleeping facilities on the first floor. There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight. She is currently minding two children in the early years age range on a part-time basis. The childminder walks to local pre-schools to take and collect children. The childminder attends local parent and toddler groups weekly.

Overall effectiveness of the early years provision

The childminder has taken partial action with regard to the recommendations made at her last inspection, which have had positive impact on some of the outcomes for children. However, overall, the childminder does not reflect on her practice effectively; she has limited knowledge of the Early Years Foundation Stage (EYFS) framework and is unaware that the resulting breaches of specific legal requirements have an adverse impact on children's welfare. Children are making acceptable developmental progress and are content in the childminder's care as she discusses their individual needs with their parents on a daily basis.

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:

- keep a record of risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident.
(Documentation) 19/02/2009
- keep records of which parent or carer the child normally lives with (Documentation) 19/02/2009
- keep a daily record of the names of the children looked after and their hours of attendance
(Documentation) 19/02/2009
- complete an appropriate paediatric first aid qualification (Suitability of Adults) 19/02/2009

To improve the early years provision the registered person should:

- develop knowledge of the early learning goals and methods of observation

and assessment to inform planning for individual children involving parents as partners

- improve children's access to a wide range of resources to provide a stimulating learning environment
- extend knowledge of child protection procedures by attendance at safeguarding training to promote the welfare of children.

The leadership and management of the early years provision

The childminder demonstrates ability to keep children safe by constant supervision and ensuring that all adults in the home undergo appropriate vetting. She provides homely and comfortable space where children play in safety, although this is a predominantly 'adult' household. Children are not able to access the full range of toy provision for themselves to encourage them to make choices about activities. The childminder has some records in place to support sharing of information with parents concerning the children's health and individual routine. However, she does not hold comprehensive details concerning where children reside, maintain her attendance register accurately or complete a written assessment of risks within her premises or on the outings she does, to safeguard the children in her care. Documentation exists to enable the childminder to keep a record of complaints, although no written policies support this. The childminder has attended few training events to improve her childcare knowledge and skills. This has particular impact on her ability to protect children's welfare; the childminder is unaware that she should record existing injuries to children and has not taken action to ensure that she holds a valid first aid qualification. She has limited knowledge of the EYFS learning and development early learning goals so her ability to plan experiences, which incorporate each of these, is insecure. The childminder makes a basic record of the activities which children take part in, using photographs. However, she does not yet use her observations to assess if children are successful or require more help in any area, or share these records with parents.

The quality and standards of the early years provision

The childminder is experienced and uses discussion with parents to gain information on children's starting points, helping them to make some progress. For example, she supports younger children's physical development when they attempt to stand and walk and agrees with parents the best time to attempt toilet training. She shows knowledge of individual children's interests and favourite characters and uses this knowledge in her discussion with the children, promoting their communication and language skills. The childminder does some planning of activities to compensate for limited use of her garden during winter months. She arranges for children to attend a drama workshop where they enjoy exercise and energetic activities. She makes sure that she is the only one to care for children at this time, recognising that the children are her sole responsibility. Children attend a toddler group regularly where they learn to socialise with others of similar age.

The childminder's interaction with children gives them confidence and provides a

warm and accepting environment. Children generally play well together and show affection for each other, for example, if one child is distressed other children offer a hug. Children use toys, which are in good condition and age appropriate. The childminder selects items for children to use at the beginning of the day, sometimes in discussion with them. Children are not stimulated to widen their interests or make spontaneous decisions about their play, as a wide selection of materials is not easily available.

Children's dietary needs are met appropriately, as the childminder serves meals, which parents provide; she offers drinks at regular intervals throughout the day. The childminder uses satisfactory methods to protect children's health, for example, when changing nappies or using tissues to wipe a child's nose. Children are learning that good hygiene is essential with older children washing their hands independently. The childminder assists younger children by providing wet wipes for their use before meal times.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 4 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 4 |
| How well are children helped to stay safe? | 4 |
| 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

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:

- keep a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (also applies to the voluntary part of the Childcare Register) 19/02/2009
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register) 19/02/2009

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 specified in relation to the compulsory Childcare Register 19/02/2009

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.