

## Inspection report for early years provision

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<b>Unique reference number</b>	112691
<b>Inspection date</b>	20/01/2009
<b>Inspector</b>	Lorraine Sparey
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1994. She lives with her husband, adult daughter and son aged 17 years in a house in the centre of New Milton, close to schools and amenities. The whole of the ground floor is used for childminding and there is a secure garden for outside play. The premises are accessible to all.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time and there are currently seven children on roll, four of whom are in the early years age group. The childminder occasionally works with an assistant.

The childminder walks to and from school to take and collect children.

## Overall effectiveness of the early years provision

Children are comfortable in the childminder's care, and respond to her warm and sensitive approach. Children's individual needs are accommodated through regular discussions with the parents and the childminder knowing the children's personalities and abilities. She is beginning to develop procedures to monitor and evaluate her practice. However, the childminder acknowledges that her limited knowledge of the Early Years Foundation Stage framework (EYFS) does not fully support her in assessing her progress to enable her to continually improve.

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

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

- ensure that observations are used to identify learning priorities and that procedures to involve parents and other childcare settings in this process are effective
- develop knowledge of the Early Years Foundation Stage Framework and devise procedures to monitor and evaluate the provision to ensure continuous improvement

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

- ensure that written permission is obtained at the time of the child's admission for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 30/01/2009
- ensure that the record of children's attendance is maintained keeping a record of the children's hours (Documentation) 30/01/2009
- ensure that the record of the risk assessment states when it was carried out, by whom, date of review and any action taken (Documentation) 30/01/2009

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

The childminder develops close relationships with the parents and carers of the children. They informally discuss how the children have been whilst with the childminder and parents report that they are pleased with their children's progress. Generally when children first start, the childminder obtains written information about their routines, likes and dislikes and written permission for the seeking of emergency medical advice or treatment. However, for some of the children in her care these are not in place. The childminder is developing some informal systems to share information with other settings that the children attend to enable a consistent approach to their learning and development. However, this information is not used in planning or assessing children's progress.

The childminder has some basic procedures to monitor and evaluate her provision such as considering how activities provide positive outcomes for children. However, these are not effective in evaluating all her overall provision to ensure continuous improvement. The childminder has little awareness of the EYFS and this impacts on her ability to fully meet the requirements. She has the majority of documentation required, although the register records the children's contracted hours rather than their actual hours of attendance.

Children are safeguarded from harm and neglect and their general health and well-being is appropriately supported. The childminder has an basic awareness of possible signs and symptoms of potential abuse, and appropriate procedures to follow if there is a concern. The childminder completes general risk assessments, however, there is no record of the required information to fully support children's safety.

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

Children are settled and relaxed in the childminder's care, and they respond well to her sensitive approach. They are able to choose from a basic range of activities and play opportunities available each day. Their interests are considered when the childminder plans the daily activities. For example, a child particularly likes animals, so they visit the quay to feed the ducks before playing in the park. Their outing ends with a drink in the local coffee shop where they learn good manners. Children's language skills develop because the childminder continually interacts with them. Regular stories provide additional opportunities to develop their language. Children develop positive relationships with the childminder, and with their peers, many of whom have attended since birth. The childminder shows a genuine interest in their play and learning. She completes some observations, however, there is no system in place to ensure the information gained is used to plan the next steps in their learning.

Children follow appropriate hygiene practices and learn about healthy lifestyles through discussion. They are reminded to have a drink and encouraged to be

independent at snack and mealtimes. Children have some opportunities to learn about safety through discussion and the childminder being a positive role model. Older children are given responsibility whilst walking to school to ensure that as they walk past driveways they check that there are no moving cars. Children's individual needs are catered for. The childminder liaises closely with parents and other professionals to ensure a consistent approach. Children's behaviour is appropriate for their age and stage of development. They respond well to the childminder's gentle reminders and consistent approach.

## 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?	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:

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:

- devise 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)

30/01/2009

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:

- devise and implement 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 compulsory part of the Childcare register)

30/01/2009

## **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.