

Inspection report for early years provision

Unique reference number	EY308084
Inspection date	15/04/2009
Inspector	Carol Patricia Willett
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 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 2005. She lives with her husband and preschool-age child. They live in a house in the village of Rotherwick, Hampshire. The ground floor of the house is used for childminding with children going upstairs to sleep. There is easy access to the house from the road. There is a garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of whom two can be in the early years age group. She is also registered on both parts of the Childcare Register. There are currently seven children on roll, of whom four are in the early years age group and two are over eight years.

The childminder takes and collects children from local schools and preschools. She attends the local toddler group. The childminder is a member of the National Childminding Association. She has a Diploma in Home-based Childcare and is an accredited member of the Hart Childminding Network.

Overall effectiveness of the early years provision

The provision is satisfactory. The childminder provides a warm, welcoming family environment. She organises time and the premises effectively to support children's learning well so they make good progress in their learning and development. The childminder develops strong relationships with the parents that contributes significantly to the children's care and enables her to meet their individual needs promoting inclusive practice. She has a set of written policies and procedures to underpin her practice, however, she does not have a written policy on safeguarding children and this means she does not meet the requirement of the Childcare Register. The childminder realises the benefit of continual improvement to her skills, knowledge and service offered and has completed a childcare qualification. She is beginning to evaluate her provision to identify areas for development. However, systems are not yet sufficiently robust to ensure that all gaps in the care provision are identified and addressed.

What steps need to be taken to improve provision further?

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

- ensure the outdoor area is secure and children cannot leave the premises unsupervised and risk assessments are regularly reviewed to identify and reduce hazards, such as nettles in the garden
- ensure the first aid box has sufficient contents and develop robust systems for ensuring they are suitable for use in order to promote children's health in the event of an accident or emergency
- take appropriate steps to prevent the spread of infection; develop good hygiene practices to ensure children wash their hands consistently before they eat

- develop systems for the evaluation of practice to identify strengths and weaknesses and actions needed to ensure continually improving practices and provision
- continue to develop knowledge and understanding of the Early Years Foundation Stage in order to observe systematically across all areas of learning and plan more effectively for children's development in order that they reach their full potential.

The leadership and management of the early years provision

The quality of leadership and management is satisfactory. The childminder organises the children's resources so that they can develop independence as they make choices and select their toys. She establishes routines that support the children's safety, care and development and plans some activities in advance, such as outings or craft activities. The childminder has started to evaluate her own practice and she uses the monitoring visits from the network coordinator to identify areas for improvement. However, she does not effectively implement the changes needed, such as informing the relevant authority about her food provision or updating her first aid kit. The childminder is keen to develop her own skills and she has completed a Diploma in Home-based Childcare to develop her knowledge and understanding of the Early Years Foundation Stage.

The childminder develops very good relationships with parents which creates an inclusive environment. She is friendly and welcoming and has flexible settling-in procedures. She shares information about her provision both verbally and in writing with parents. Parents are very comfortable in the childminder's home and talk freely as they come to collect their children. They learn about their children's day through daily discussion, such as their time at Jo Jingles music sessions. They share a daily diary, photographs and completed craft activities.

The childminder maintains most documentation and develops policies and procedures that support the children's safety and welfare, though she does not have a policy for safeguarding children. She has a sound understanding of the welfare requirements and all parental consents are in place. The childminder is aware of the importance of working closely with pre-schools and others to ensure the individual needs of all children are met.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care as she is warm, caring and attentive. She supports children in their play so they make good progress in the learning and development. The childminder uses the knowledge gained from further qualification training to observe children and plan for their next steps. She is confident in her knowledge of the six areas of learning and is developing her understanding of the early learning goals in order to fully support children. However, observations are not systematic and do not ensure all areas of learning are covered equally as children progress to the next stage of their development. The childminder has very good relationships with parents and she ensures she has

sufficient information about children's starting points. She has started to maintain development files on the children, which includes her observations and photographs. She shares these with parents to keep them informed of their children's progress while they are in her care.

Children's physical development is well catered for as they enjoy playing in the garden in the fresh air. They independently put on their shoes and excitedly go outside. Children confidently climb onto the trampoline as they enjoy bouncing and jumping. They enjoy kicking balls and running around as they play well together. Children's language skills are developing well. They confidently communicate with the childminder and other adults. The childminder manages the age difference well supporting all the children so they can play together.

The childminder has a sound understanding of the welfare requirements. She provides a generally safe and secure environment for children to play indoors and encourages children to think about their own safety. Children learn how they safely cross roads as they walk home from school daily. The childminder completes regular risk assessments but she does not effectively minimise hazards in the garden, such as nettles. The garden is not securely fenced all round and children can leave the premises unsupervised. They learn about healthy living as the childminder provides a healthy, balanced meals and snacks. However, hygiene routines are not effective as the children do not always wash their hands before eating and after playing in the garden. The childminder has updated her first aid certificate. She does not have effective systems in place to ensure the first aid box has suitable and sufficient items, which puts children at risk in the event of an accident. Children have fun in the childminder's care as they move freely between the house and garden and independently select toys to initiate their own play. The childminder offers praise and encouragement to the children who respond positively to her and display good levels of self-esteem. Older children are polite and show good manners as the childminder treats them with respect. The childminder gives consistent support and guidance as the children learn to play together through sharing, taking turns and looking after the toys and each other.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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:

- provide a written safeguarding children policy, which includes the procedure to be followed in the event of an allegation being made against the childminder or a member of family [also applies to the Voluntary part of the Childcare Register] [Safeguarding and promoting children's welfare]

22/05/2009

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:

- as for the Childcare Register

22/05/2009