

Inspection report for early years provision

Unique reference number	131331
Inspection date	18/08/2009
Inspector	Heidi Abernethy
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 1989. She lives with her husband and two adult sons. They live in a house in Bitterne, Southampton. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. She is a member of the National Childminding Association (NCMA). The family have a pet cat and a pet dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder finds out about children's individual requirements, home routines and families at the outset. This enables her to have a shared understanding of the children. She provides appropriate age and stage learning opportunities for the children which ensures their needs are well met. The childminder recognises areas for continuous improvement and is keen to attend further childcare training courses to enhance her expertise and knowledge.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments for outings and trips to ensure all hazards are identified and minimised
- continue to develop observations and assessment systems to ensure information from everyday observations is fully utilised to identify next steps across all areas of learning on a regular basis.

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

- ensure prior written permission for each and every medicine is obtained from parents before any medication is given (Safeguarding and promoting children's welfare)

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The leadership and management of the early years provision

The childminder has a sound knowledge about child protection procedures and knows where to make referrals of abuse and/or neglect. She has most paperwork in place to ensure the effective running of her childminding provision. The childminder has a medication record in place and obtains verbal permission from parents to administer medication. However, although she records what has been administered with dates and times, she does not currently obtain prior written parental permission before administering each and every medicine. She has devised a record of risk assessment for her home to ensure hazards are identified and minimised. However, although she informally risk assesses all outings she attends these are not currently included within the record of risk assessment.

The childminder has successfully addressed her past recommendations as part of her continuous improvements. She is currently studying towards an NVQ Level 3. This impacts greatly on the children who receive care from a childminder who is further enhancing and updating her knowledge and expertise.

Parents appear happy with the childminding provision and state through written comments that the childminder has a 'professional and caring approach... very flexible and considerate... excellent communication, prompt and pro-active information and details... a great rapport and relationship exists which allows potential concerns to be resolved before reaching a complaint situation'. The childminder communicates with parents daily informing them about what their children have been doing. The childminder intends to develop a two-way flow of information with other early years providers when the children she minds start attending other settings.

The quality and standards of the early years provision

The childminder has devised systems of observation and assessment for the children. She conducts a focussed observation each month of the children and identifies next steps in learning. The childminder also conducts everyday observations of the children and supports this with photographic evidence. However, she does not currently fully utilise the information obtained from everyday observations to feed into the next steps for children across all areas of learning.

Toddlers develop the concept of counting skills as they climb the steps in the garden because the childminder counts alongside them as they do so. They learn to problem solve as they work out where pieces of the puzzle go into the puzzle board. The childminder offers praise and encouragement for their achievements which in turn boosts their self esteem and confidence.

Toddlers develop choice making skills as they choose which books they would like to look at. The childminder holds the book appropriately so the children are able to see the pictures. Toddlers have fun making marks and patterns on the low level chalk easel with the chalks. They laugh as they pull the strings on musical toys and

move and bend their knees in time to the music.

Toddlers enjoy playing with the small world play animals and state 'baa' as they take the sheep out of the storage box. The childminder offers praise for their good recognition skills. Toddlers love to look out of the childminder's window as the buses stop at the bus stop on the road. The childminder informs the childcare inspector that she takes children on a range of transport such as a bus, ferry and train. This fosters an awareness about their external environment and local community.

Toddlers wear sun hats and sun glasses in the garden and foster the basic awareness of protecting their bodies from the sunshine. They learn to wash their hands after playing in the garden which develops an awareness of the importance of good hygiene. Toddlers are given space to learn new skills and take safe risks as they crawl up the stairs under the close supervision and support of the childminder. Children are able to use the toileting facilities independently because the childminder has provided a low level toilet step, child sized seat and potty.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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:

- ensure a written statement of procedures to be followed in relation to complaints relating to the Childcare Register is in place (Procedures for dealing with complaints)

01/09/2009

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 the compulsory part of the Childcare Register

01/09/2009