

Inspection report for early years provision

Unique reference number	112729
Inspection date	21/04/2009
Inspector	Coral Hales
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 registered in 1992. She lives with her husband and an adult child in Horndean, Portsmouth, Hampshire. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a 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. There is currently one child on roll within the early years age range.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are comfortable and settled because the childminder is experienced and knows them well. Effective partnerships with the parents helps her to provide for all their individual needs, however, some required consents are not in place. The childminder has limited knowledge and understanding of the Early Years Foundation Stage framework. She has attended training but does not have the pack and therefore has not implemented it. The childminder understands the reason for evaluating her practice but has not yet developed any systems, relying on verbal feedback from the parents to inform her. However, this does not effectively help her to identify priorities for improvement.

What steps need to be taken to improve provision further?

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

- increase knowledge of the early learning goals and assessment records to ensure activities planned incorporate each area of learning and link to children's abilities and understanding
- update knowledge and understanding of safeguarding children issues and be able to follow the guidance issued by the Local Safeguarding Children Board
- develop systems of self evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

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

- seek written consent from parents for the seeking of emergency medical treatment and/or advice
(Safeguarding and promoting children's welfare) W1.1

30/04/2009

The leadership and management of the early years provision

The childminder is caring and experienced, and the children enjoy their time in her care. Her home provides space for them to play and learn and resources are set out to interest them. Children can participate in a good range of activities throughout the day either linked to their own choice and also those planned by the childminder. Regular visits are included in the day to enable them to go out in fresh air and to be involved in their local community.

The childminder has established effective working relationships with the parents and with other providers. This allows information to be shared and promotes continuity in the children's learning. The childminder has not yet developed robust systems to reflect her practice, although she is aware of weaknesses in the provision with regard to her limited knowledge of how to implement the Early Years Foundation Stage. The childminder keeps all records required for the safety and welfare of the children in the early years age range with the exception of consent for emergency treatment/ advice. However, her lack of organisation and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and the compulsory part of the Childcare Register have resulted in some omissions overall.

Children are safeguarded as the childminder has a suitable understanding of her duty to protect them. However, she is not secure in her understanding of the Local Safeguarding Children Board guidance and does not have any documentation to refer to. The childminder visually risk assesses her premises and also when taking children out in the community. She has suitable safety measures, such as locks and fire precautions in place to maintain children's safety and she is mindful of any potential hazards.

The quality and standards of the early years provision

Children are making satisfactory progress in their learning and the childminder shows a suitable understanding of how they are developing individually and she shares this with parents on a daily basis. The childminder is not secure in her knowledge of the early learning goals or how to implement observation systems. Therefore the childminder has no effective system to monitor children's progress or move them onto the next steps in their learning. She knows the children well and this ensures that she has an understanding of their abilities and spends quality time playing with them and as a result is effectively meeting most of their needs. Children are given time to develop in their own ways and she is on hand to offer support and reassurance.

Children make independent choices, for example, they select the small world animals and house and show imagination as they chat happily to themselves as they play. Children enjoy being out in the garden and help the childminder to set out the hopscotch set and are especially keen for the childminder to take part. They count the numbers together and this helps children to begin to recognise numerals in a fun and exciting way. Regular trips to the allotment help develop

children's understanding of how things grow and enable them to meet others in the community. Visits to the local group help to build confidence and enable children to learn social skills as they play with other children in a different setting.

Children begin to learn about how to keep themselves safe in the home, for example, they take part in emergency fire evacuations. The childminder teaches them how to behave when out walking and they learn simple road side practises.

Children's good health is effectively promoted. They are learning to be responsible for their own personal hygiene and to follow the examples and routines set by the childminder. For example, they talk about germs on their hands and that they must be washed before meals. They are helped to understand about healthy foods when for example, they visit the supermarket or the allotment where they learn about different fruit and vegetables. Children's dietary needs are met as parents provide all their meals. They enjoy a picnic lunch of rolls, cucumber and baby tomatoes, yoghurt and fruit and drinks are freely available. Children have regular access to fresh air as they visit the park, play in the garden and go out on organised trips to places of interest. This encourages them to develop a positive attitude towards a healthy lifestyle and enables them to learn about the wider world.

Children's behaviour is effectively managed and positive encouragement means they behave well and are helpful and begin to understand the needs of those around them. They receive good support and praise at every opportunity. The childminder provides a warm and caring environment, which fosters children's feelings of security and confidence.

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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

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?	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

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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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children. Put in place a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Arrangements for Safeguarding Children) CR2 15/05/2009

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:

- take action as specified above (Arrangements for Safeguarding Children) CR2 15/05/2009