

Inspection report for early years provision

Unique reference number	113310
Inspection date	20/07/2009
Inspector	Alison Jane Kaplonek
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 1995. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her three children and her partner, who is also her assistant, in Hook, Hampshire. The whole of the downstairs of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play. Access to the premises is good and toilet facilities are on both floors.

The childminder is registered to provide care for six children from nought to eight years. There are currently seven children on roll, six of whom are in the early years age group. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

The family has a dog. The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and settled with the childminder and her family and their welfare and learning needs are sufficiently well met. The childminder is relatively well organised, although some documentation required for the welfare of children lacks detail. The childminder has a positive attitude to improving her knowledge and understanding of the Early Years Foundation Stage framework and has started to self-evaluate her practice. However, systems are not yet sufficiently robust to ensure that gaps in the provision are identified to enable continuous improvement. Children enjoy a satisfactory range of learning experiences, although opportunities to make choices and initiate their own learning are limited.

What steps need to be taken to improve provision further?

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

- ensure that the safeguarding policy includes how to contact the Local Safeguarding Children Board (LSCB) and that there is a complaints log in place.
- obtain written permission from parents to the seeking of emergency treatment or medical advice in the future.
- continue to develop and implement a self-evaluation system, to monitor the provision and outcomes for children. Ensure areas for improvement are easily identified to enable continuous improvement.
- continue to develop systems to make observations and assessments of each individual child's achievements and interests. Use the information gained to plan the next steps in all areas of learning to ensure that children make the best possible progress.
- plan and resource a challenging environment which supports and extends

children's learning, both indoors and outside, with particular regard to child-initiated play.

The leadership and management of the early years provision

A satisfactory range of policies and procedures and reasonably well organised record keeping ensures that most aspects of children's welfare and learning are met. The childminder is suitably vetted and ensures that her assistant is also vetted and has current first aid training. She ensures that children are always supervised by an appropriate adult and has attended an initial training course in child protection. Consequently, children are adequately safeguarded. Parents are provided with a range of information about the setting and speak to the childminder about their children's likes and dislikes. Daily routines ensure that children have a balanced range of play opportunities, including interacting with other children outside the home at toddler groups and childminder drop in sessions. The childminder asks children what they would like to do and some children request certain resources. However, the learning environment and activities are not always planned to provide sufficient challenge or enable children to make the best possible progress in their learning.

The quality and standards of the early years provision

Children make satisfactory progress in all areas of learning and development. They take part in a range of activities, some of which are adult led, such as completing puzzles or construction. At other times, when resources are accessible, they initiate their own activities and enjoy dressing up or building a train track. They can request books, small world toys, dolls and puzzles. The childminder makes use of the local community and children often visit toddler groups or the park and regularly walk to school, preschool or local shops.

The childminder has begun to make observations and assessments of children's progress and is building up scrapbooks of children's work for parents to see. She has started to identify some next steps for learning for each child, although these are not yet linked to the six areas of learning or used for future planning. The childminder talks to parents about their children's health and dietary needs, their interests and any particular needs when their children first start. Parents complete contracts and sign entries in the accident and medication records, although the childminder has not obtained written permission from them to the seeking of emergency treatment or advice. Parents are kept reasonably well informed of their children's daily routines through verbal feedback when children are collected. They state, through questionnaires issued by the childminder, that they are pleased with the care and learning provided.

Children play and learn in a safe and secure environment, where they are protected by the use of a range of equipment, such as fire blankets, smoke alarms and cupboard locks. Regular risk assessments are carried out and recorded. Children learn about road safety and talk to the lollipop lady as they walk to school and preschool. They practise evacuating the premises with the childminder.

Children get plenty of fresh air and exercise as they walk to school or the park. They learn about good hygiene procedures as they wash their hands before eating, using the soap and individual flannels provided. Healthy meals and snacks are provided in accordance with the parents' wishes and drinks are always available. Children grow their own vegetables and talk about healthy eating. All children are welcomed into the setting and learn to respect each other, to share and take turns. They are encouraged to take responsibility, for example, clearing the table or tidying up.

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?	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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