

## Inspection report for early years provision

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<b>Unique reference number</b>	110958
<b>Inspection date</b>	09/07/2009
<b>Inspector</b>	Loraine Wardlaw
<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 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 has been registered since 1997. She lives with her husband and their three school aged children, two of whom are aged over eight years. They live in a house in Alton, Hampshire, which is within walking distance of local shops, parks and schools. The whole of the downstairs of the home and the second bedroom is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children at any one time and currently cares for five children, two of whom are in the early years age range. The family have a cat and pet rabbits. The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are generally well cared for by the childminder, who demonstrates through her encouraging approach that she can meet children's welfare needs. She relates positively to children and supports them successfully in their play. However, not all the legal requirements are being met and not all areas of learning and aspects are fully extended to aid good developmental progress amongst the children. All children are respected and their individuality is recognised by the childminder who liaises effectively with each parent to ensure children's needs are met. The childminder has started to reflect on some aspects of her practice but self-evaluation needs to be more rigorous to secure future improvement.

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

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

- further develop the observation and assessment system to cover all areas and aspects of learning, planning and implementing children's next steps into the childminding practice, with emphasis on problem, solving, reasoning and numeracy
- self-evaluate against the Early Years Foundation Stage, identifying improvements and implement them into the practice

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

- ensure risks within the home are reduced for toddlers and update the record of risk assessments to include any assessments of risks for outings and trips (Safeguarding and promoting children's welfare) 22/07/2009
- obtain written permission from parents before administering each medication to children (Safeguarding and promoting welfare) 22/07/2009

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

The suitably qualified and experienced childminder organises her toy resources appropriately so that children can select some play activities of their choice; she also has laminated pictures of toys which are not easily accessible to children. The childminder makes good use of her garden and manages her time well, so that children receive plenty of attention and guidance. The childminder builds up her knowledge of current practice issues by liaising with other childminders and reading guidance documents. However, some of the necessary legal documentation is not fully in place such as risk assessments for outings and consent for medication, which impacts on the outcomes for children. Some self-evaluation has taken place; the childminder is undertaking a National Vocational Qualification at level three to update her knowledge and skills and is booked onto refresher courses for first aid and child protection. Although the childminder is aware of her strengths, she has not self-evaluated against the Early Years Foundation Stage (EYFS) requirements and guidance to identify areas for future improvement. Children's safety within the home is promoted adequately; although the childminder has a written risk assessment of the home, some hazards remain for the younger children, such as pet food on the floor near crawling babies. Children are safeguarded because the childminder is aware of the procedure to follow should she feel a child is being abused. There are good links with parents; the childminder communicates with them daily and has two forms of written information which she shares with parents, a learning and development diary and a care diary. She discusses issues with parents to facilitate continuity of care and learning such as asking for more chopped up finger food to encourage a baby's independence during mealtimes.

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

Children are making progress towards the early learning goals because the childminder has a sound understanding of how to promote the six areas of learning through a variety of worthwhile, practical adult-led and child-initiated play activities. For example, children are involved in weekly cooking activities and gardening projects such as making smoothies and planting bulbs, which promotes their knowledge and understanding of the world. Their independence and physical skills are promoted well by the childminder, who encourages the children to use her garden; they proudly show their jumping skills as they straddle jump on the trampette and use the potty independently, recognising their bodily needs. Three-year-olds enjoy collage activities and are learning to cut using scissors. The childminder interacts with children generally well and has an understanding of their capabilities, but does not consistently build on their knowledge in all of the areas and aspects. There is less emphasis on the area of problem solving, reasoning and numeracy. Children are happy and confident in the company of the childminder; they relate to the visitor well and demonstrate they have a good, relaxed relationship with the childminder. Each child has a learning and development journey which records their play activities, but it does not consistently cover the significant observations of their capabilities in all areas, aspects and next learning

steps. The childminder is a good role model to children, which in turn has a positive effect on their behaviour. Children are learning to say 'please' and 'thank you' and listen with respect to the childminder when she gives them guidance on safety matters such as not jumping too high on the climbing apparatus. They take part in fire drills and are learning to stay safe when out walking on the pavement and crossing the road with the childminder. Children's personal hygiene routines are promoted by the childminder; children use a hand gel before they have their snack, and the childminder uses a glove and washes her hands after nappy changing, modelling good practices.

## 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?	2
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?	2
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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