

Inspection report for early years provision

Unique reference number	150800
Inspection date	17/08/2009
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 2001. She lives with her husband and three children aged 12 years, eight years and six months old. They live in a house in Whiteley, Fareham. The whole of the property is registered, although minding mostly takes place downstairs. Toileting facilities are downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two 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) and attends local groups on a regular basis. The family have two pet cats.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder has developed good systems of assessment which ensures she has a secure knowledge about children's development and progress. She has good relationships with the parents and obtains information about children's home lives and families. This ensures a shared understanding of the children is achieved. The childminder recognises where improvements have been addressed and has identified areas for future development.

What steps need to be taken to improve provision further?

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

- continue to establish a two-way flow of communication with other early years providers to ensure consistency is fully achieved with children's individual learning and development
- extend the safeguarding policy to include procedure to follow in the event of an allegation made against the childminder or family member to ensure parents are well informed and obtain the current Local Safeguarding Children Board's procedures.

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

- ensure written parental permission is obtained to seek or obtain emergency medical advice or treatment for all the children (Safeguarding and promoting children's welfare)

31/08/2009

The leadership and management of the early years provision

The childminder has a good knowledge about signs and symptoms of abuse or neglect and knows where to make referrals. She shares a child protection policy with parents to ensure they are well informed about her professional responsibility. However, she does not currently share with parents procedures to be followed should an allegation be made against herself or a family member. In addition, the childminder has not obtained the current Local Safeguarding Children Board's procedures.

The childminder has addressed her past recommendation by completing a record of written parental permissions to seek or obtain emergency medical treatment or advice. However, the childminder has not ensured parental signatures have been obtained for all the children. This does not ensure all children will be treated without delay in an emergency.

The childminder recognises where improvements have been addressed, such as updating her knowledge by attending recent Early Years Foundation Stage courses and the redesign of the garden area to enable children to play in a child-centred environment. She has created questionnaires for the children and feeds their responses into the continuous improvement of her setting.

The childminder communicates with parents each day to ensure they are well informed about what their children have been doing. Parents appear happy with the provision and state through written letters "the childminder has an impeccable reputation and came highly recommended, a sentiment we have also passed on to many friends and neighbours. She has our total trust and we have never had cause to question or challenge decisions she has made. We are extremely happy with our childcare provider".

The quality and standards of the early years provision

The childminder has devised good systems of observation and assessment. She records what the children do, their next steps in learning and links the learning to the ages and stages of the early learning goals. She shares these records with parents, effectively enabling them opportunities to write their own comments. The childminder has established communications with other early years providers and talks to them about how the children have been and what they have been doing. However, these systems are not fully established to ensure a two-way flow of information about children's individual learning and development is shared.

Children enjoy making marks on the 'etch a sketch' pad and have opportunities to make marks on the ground outside by squirting water from bottles. Children enjoy playing with the puzzles showing people from different job roles. They develop problem solving skills as they work out where the pieces of puzzle go into the puzzle boards.

The childminder interacts with the children at their level, asking open questions as they play with the 'Happy Land' people. The children have a lovely time as they submerge both their hands into the water tray full of water and bubbles. They have space to take safe risks and learn new skills as they independently climb the steps of the slide under the close supervision of the childminder. The childminder rewards children's achievements and good behaviour with positive praise and encouragement. This in turn boosts the children's self-esteem and confidence.

Children enjoy visits to the local toddler groups, play parks and woodland areas where they learn about their external environment and the local community. They have fun at local dairy farms where they are able to hold baby chicks and feed baby lambs. The childminder talks to the children about the importance of washing their hands after touching the animals. This ensures children become equipped with the tools to manage their own hygiene.

Children learn about the basic concept of road safety when out and about, such as looking both ways and listening for traffic. The childminder talks to children about the reason for safety rules, such as why they need to be careful when walking down the steps into the garden. This equips children with the knowledge of how to manage their own safety independently in the future.

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?	2

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

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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

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