

Inspection report for early years provision

Unique reference number	161529
Inspection date	01/02/2010
Inspector	Marilyn Joy
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2001. She lives with her husband and two children who are both aged over eight. They live in a semi-detached house on a residential estate in Durrington close to local amenities. The childminder uses the downstairs for childminding. Children have access to the bathroom and a bedroom for sleeping upstairs. There is an enclosed garden for outdoor play. The family have a dog.

The childminder is registered to care for four children under the age of eight years which includes three children in the early years age group. She is currently minding four children in the early years age group and three school age children, of these, one is aged over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming home environment where they are happy and settled. A clear emphasis is given to working in partnership with parents so that children's welfare needs and parental preferences can be met. The childminder is dedicated in her care of the children and is keen to develop her practice, although she has not yet implemented effective methods to review all aspects of her provision. Good arrangements are in place for helping children to learn about keeping themselves safe and developing healthy lifestyles.

What steps need to be taken to improve provision further?

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

- ensure all the required records for each child are available for inspection at all times (Documentation) 02/02/2010
- maintain a record of the risk assessment for the premises clearly stating when it was carried out, date of review and any action taken following a review or incident (Documentation). 15/02/2010

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

- develop understanding of the early learning goals to ensure children are offered a broad range of challenging experiences across all areas of learning
- develop arrangements for monitoring children's achievements, tracking their progress towards the early learning goals and planning their next steps for learning
- develop systems of self-evaluation to identify priorities for development that

will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has an appropriate understanding of child protection issues and the procedures to be followed if she has concerns about a child in her care. The childminder has clear risk assessments for ensuring children's safety on outings and procedures for dealing with emergencies. She has taken steps to address potential hazards effectively in most areas, although she has not maintained a record of risk assessments undertaken for the premises which is a breach of the regulations. This has not compromised children's safety because the childminder is vigilant in her supervision of children. Evacuation procedures are practised monthly with the children to ensure they are effective and for children to become familiar with what to do in response to the smoke alarm or emergency whistle. A fire blanket is available should it be required, although it is not positioned effectively for easy use. Generally children's records are well-maintained, although medication records are not as efficiently organised and the records for one child could not be located at inspection which is a breach of the regulations.

The childminder has given some consideration to evaluating her provision and identifying areas for improvement. However, she has not accurately assessed all aspects of her provision to ensure all requirements are met and children's learning and development is effectively promoted. Children are able to make steady progress but are not always sufficiently challenged. Since the last inspection the childminder has addressed the recommendation set and completed a level 3 qualification in early years. Policies and procedures have been developed and are shared with parents.

A strong emphasis is given to developing positive partnerships with parents. An extremely informative notice board provides parents with comprehensive and helpful information about key aspects of children's care. For example, there is information regarding healthy eating, exclusion and infectious periods when children are ill, places to visit and children's activities. Parents receive a portfolio of the childminder's policies and children's records are regularly updated. Communication diaries, as well as daily discussions, are used to exchange information and to keep parents and the childminder up-to-date. Parents value the care their children receive, particularly the effective settling-in arrangements which help children to quickly settle and feel at ease. Parents' views are sought to help the childminder improve her practice. The childminder has made some contact with other settings children attend and, although she is not currently working in partnership with them she is beginning to develop methods to do so.

The childminder gets to know the children well and, as a result, meets their health and welfare needs well. She is less confident in her knowledge of the early learning goals which impacts on her ability to ensure they make good progress and achieve their potential in all areas of their learning. Some resources and activities promote children's awareness of the wider world and reflect positive images of diversity.

Overall, there is a wide variety of resources which are clean and in good condition. Storage is organised and children have some opportunities to help themselves. Generally they are encouraged to ask for what they would like to play with. There are good quantities of construction so that children can build together.

The quality and standards of the early years provision and outcomes for children

Children are confident and at ease with the childminder. They enjoy the childminder's involvement in their play and develop positive relationships with her. Emphasis is given to promoting children's personal and social skills. The childminder is consistent in her approach which she agrees with parents. Children are given firm guidelines so they know what is expected and the consequences of their actions. They are encouraged to be kind to each other and to use please and thank you. They are praised when they do well which boosts their confidence and self-esteem. They are given choices about what they want to play and can select some resources for themselves. Children are encouraged to put their own coats and shoes on which helps them to be independent when they go to school.

The childminder plans activities and topics when caring for children of different ages during the holidays. She adapts activities to suit differing ages so that they can all participate at their own level. For example, they go for walks and make charts of what they have seen and can hear, learn about healthy eating and the seasons. Children paint, create collages and write or make marks according to their own ability. However, during term time the childminder does not have any specific plans to support children's progression towards the early learning goals. There is no clear system for assessing what children can do, tracking their progress or identifying their next steps for learning. Instead the childminder relies on her knowledge of individual children and general understanding of child development; as a result, children are not always challenged or extended. For example, when children are drawing and using stickers to create their own designs they are not encouraged to attempt adding their own name or use other collage materials. Likewise, when wrongly identifying the number on a building brick the childminder encourages the child to count until she gets to the correct number but does not show her what the other numbers look like to help her recognise them in the future.

Children learn to play sociably together and take turns in games. One child has a picture she is taking to pre-school and in order to encourage colour recognition children take turns to find objects of the same colour. Children enthusiastically hunt through the brick box for red, brown and blue. Children are helpful; when it is time to get ready for lunch they all join in and tidy the toys away. They sit together for their meals and, in agreement with parents, are encouraged to eat the healthy foods first before eating any treats that are included in their lunch boxes. Children are encouraged to develop good hygiene habits, as well as the importance of healthy eating. A healthy lifestyle is encouraged further through regular walks, physical activities and play in the fresh air. Good arrangements are in place for helping children to understand about keeping themselves safe whether

it is in the house or outings. They learn about road safety, practise fire drills and sitting carefully so they do not fall off the chair.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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:	Met
---	-----

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