

## Inspection report for early years provision

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<b>Unique reference number</b>	112428
<b>Inspection date</b>	05/11/2009
<b>Inspector</b>	Deborah Page
<b>Type of setting</b>	Childminder

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## 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 partner, adult daughter and school age child in Totton, Hampshire. Childminding mainly takes place on the ground floor with sleeping facilities on the first floor. The front garden is used for outdoor activities as the back garden is not currently available due to extensive building work. The family have two dogs, a cat, a parrot and a tortoise.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a total of six children under eight years at any one time; no more than three of these may be in the early years age group when working alone. The childminder is registered to work with two assistants and may care for up to 15 children at any one time; no more than nine of these may be in the early years age group. There are currently 15 children on roll in the early years age group. The childminder receives funding for the provision of nursery education. She offers care to children up to the age of 17 years.

The childminder is an Accredited Network Childminder and a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The majority of children are happy and new children are gaining their confidence as they settle with the childminder. Children have access to a wide range of resources to support their learning and development. They are making steady progress towards the early learning goals. The childminder and the assistants are attentive to the individual care needs of children. Current self-evaluation and monitoring systems are not yet effective in identifying all priorities for development to improve the outcomes for children.

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

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

- ensure a record of accidents is well maintained and parents are informed of any accidents or injuries sustained by the child and of any first aid treatment that was given (Safeguarding and Welfare) 05/11/2009

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

- review the monitoring and self-evaluation systems to identify the setting's strengths and priorities for development that will improve the quality of

- provision for all children
- develop further links with other settings to enhance children's learning and help them to move on to the next steps
- further develop healthy options at snack time for children
- develop further opportunities to maximise and support children's learning during activities relating to current topics of interest and story time
- allow children time to join in with rhyming and rhythmic activities.

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

Children are sufficiently protected from harm and neglect. The childminder has devised a written safeguarding policy which is shared with assistants and parents. The childminder knows the different signs and symptoms of abuse and has a secure knowledge of procedures to follow if concerned about a child. Written risk assessments are reviewed regularly, including after a recent house move, and most safety issues have been addressed. The premises are secure and the childminder and assistants are vigilant when children are collected. All required documentation is in place and generally well maintained most of the time. However, not all accidents are recorded or parents informed and therefore, children are not fully safeguarded as parents are unaware that their child has had an accident. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage (EYFS).

The childminder has some systems to monitor and evaluate the provision, such as regular discussions with parents and she is starting to meet with other childminders to discuss practice. The childminder has attended recent training and previous recommendations have been sufficiently addressed. The childminder has a developing knowledge of the EYFS and this contributes to improving outcomes for children.

Resources are generally well deployed, including the assistants who closely supervise children at all times. There is a broad range of equipment that is easily accessed most of the time by the children to ensure freedom of choice and meet their individual needs. The childminder provides sufficient low level furniture to enable children to eat together and sleep comfortably. The childminder ensures children's understanding of diversity is promoted as resources reflecting positive images of different cultures are freely accessible in the organisation of activities. She demonstrates a positive attitude to providing all children access to her service and to meet their individual needs.

The childminder has developed strong partnerships with parents. Clear policies and procedures are shared with them during initial meetings and discussions take place about the individual needs of children. The childminder works well with parents and is always willing to support them in helping children to progress in their care and learning, which therefore improves the outcomes for children. Parents are very happy with the care and education their children receive. The childminder has previously worked with other settings, however, she is not currently liaising with other settings to ensure a cohesive approach to their learning.

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

The childminder knows the children sufficiently well. Children enjoy the various activities available to them. They participate in an adult-led activity and decorate a firework to take home. Some children like the feel of the paint as they paint their hands. Other children know what colours they wish to use and confidently ask for purple. Children are beginning to learn about size as they choose a carton to decorate. Some children are supported as adults demonstrate how to use glue. However, there is no opportunity for children to share what they know about fireworks and how to keep safe.

Children relate well together as they construct a railway track. Some are fascinated by the magnets on the engines. A discussion takes place about steam trains as the track is constructed and some children begin to learn new words such as curved and straight. Children listen well to a story about animals and are curious about what they see in the pictures. However, insufficient time is given to discuss the pictures therefore limiting their knowledge and understanding of the world and language development. Also during this time, children are distracted because they see the childminder preparing their drinks and a discussion about the colour of the cups takes place.

Some younger children are settling-in. They feel secure as an adult cuddles and sings to them, and they giggle when they are tickled. Some children imitate others as they nurse their baby doll and put them for a sleep in a carry seat being quiet and gentle as they imitate adults. Some children are showing an interest in rhyming activities, however, insufficient time is given for them to think about words that rhyme with cat and show what they know about rhyming sounds or words. Children have regular physical exercise and fresh air including outings to parks.

The childminder and assistants complete regular written observations linking with the six areas of learning. This provides a picture of children's individual development and the childminder uses the observations to plan the next steps for children's progress. Parents contribute to the records by keeping the childminder updated with how children are progressing at home.

Children feel safe in the secure environment. Safety equipment such as gates are fitted to restrict access to different areas such as the kitchen. Younger children are generally well supported as they sit on the floor. Good supervision is provided to ensure children are never left on their own. At times, the childminder reinforces children's learning, encouraging children to be careful as they climb on furniture.

In general, children's health and well-being is promoted most of the time. Children's individual diets are respected, such as water being provided instead of squash. The childminder generally provides nutritious meals, however at times, snacks are less healthy such as biscuits and squash. Children know to wash their hands after using the toilet and before they eat. Children are protected as nappy

change procedures include adults cleaning the changing mat thoroughly and washing their hands immediately afterwards.

Children's behaviour is positively promoted as they know how to share. They ask each other whether they can play now or in a minute. Children are praised for their achievements and older children are affectionate to the younger ones. Children happily co-operate when small tasks are asked of them, including tidying up after themselves.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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
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### Outcomes for children in the Early Years Foundation Stage

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

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register) (Procedures for dealing with complaints) 19/11/2009

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 in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 19/11/2009