

Inspection report for early years provision

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| Unique reference number | EY240095 |
| Inspection date | 27/01/2010 |
| Inspector | Carole Gronow |

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| Type of setting | 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 was registered in 2003. She lives in Old Basing with her husband and three children, one of whom is under eight. Although all the premises is available for childminding, it takes place on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both parts of the Childcare Register and may care for a maximum of five children under eight at any one time. Currently three children who are in the early years age group attend - one of them full time and the others on various days and times before and/or after school. The childminder also provides care for two children who are aged over eight after school.

The childminder takes and collects children from both Old Basing Infants School and St Mary's Church of England Voluntary Aided Junior School. She regularly attends local toddler groups, and takes children to local play parks and the library. The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is committed to the continuous improvement of the service she offers and has begun to undertake some self-evaluation. She provides a welcoming environment where children's welfare, particularly with regards to them feeling safe, is very well promoted. An excellent partnership exists between parents, carers and the childminder. This ensures that children are cared for totally in accordance with their parents' or carers' wishes and in a way which both sensitively and very effectively meets each individual child's needs.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course by 06/03/2010 (Promoting good health) (also applies to both the compulsory and voluntary parts of the Childcare Register) 06/03/2010

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

- use observations of children more effectively by matching them to the expectations of the learning goals so that their progress in learning and development can be effectively measured and any gaps identified are addressed

- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder makes it a high priority to ensure that children learn how to keep themselves safe in all situations. She has assessed the potential risks of all the activities that children are engaged in including all the places they go to and how they will get there. She undertakes daily checks of her premises and completed a new risk assessment recently to take account of the adverse weather conditions. She is very vigilant in ensuring that all the children she cares for remain close to her whenever they are out and does not allow trades people into her home when children are there. She has a good understanding of child protection issues and the adults in the household have undergone the relevant checks. This all helps to ensure that children are fully safeguarded whenever they are in her care. The childminder has in the past attended first aid training, however, she has failed to update this. Consequently, she does not hold an in date certificate which is a breach of regulation. The childminder provides a good range of play resources and organises her provision well so that all children are safe. For instance, whilst younger children are occupied in the play room, she allows older children to go to another room where they are able to play with things such as Hama beads, which are very small and could be swallowed. The childminder is aware of the importance of having links with other carers of children she looks after who are in the early years age group, and has established these with the school that the children she cares for attend.

The childminder takes steps to ensure that all children are fully included and feel valued. For example, some children speak a different language when they are with their parents and so the childminder has learned some of their words. She is keen to both extend her vocabulary and to ensure that the other children she cares for are fully aware that not everybody communicates in English. Children benefit greatly from the very good partnership there is between the childminder and their parents or carers who every day are fully informed about all aspects of their children's care, learning and development. They regularly spend time at the childminder's home discussing the children and playing with them. The childminder uses these opportunities to ensure that she is always fully up to date with how children are at home. She also uses them to check if there are other things that parents and carers want her to do, for example, trying different foods or changing sleeping routines. At the onset of her care for a child she records information gathered in discussion from the parent or carer about their child's routines and individual needs and also about their likes and dislikes. Also, with their input, the childminder completes a base line assessment of children's achievements which covers all the six areas of learning.

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

Children are happy and content. They have good relationships with the childminder who knows them exceptionally well. Children thrive with the individual attention they receive as the childminder chooses to care for only a small number of children during the daytime. Children are safe and also feel very safe because the childminder places a high importance on this. For example, within the home they are learning how to respond in the event of a fire because the childminder practises her emergency evacuation procedure with them. When children are out with the childminder they learn about road safety and discuss how they should walk; they are familiar with the route to school and where they must cross the roads. Young children are either strapped into the pushchair or have to walk alongside it and the childminder explains potential dangers, such as potholes. They all wear reflective tabards which ensures that they are visible both to drivers and to the childminder when they are walking or playing in the local play parks. Children are also learning both the importance of and are developing healthy lifestyles. They regularly make visits to the nearby parks where they get exercise when playing on the fixed equipment which helps with their balance, coordination and the development of large muscles. They learn about healthy eating, discussing and working out if they have eaten five portions of fruit and vegetables a day and why this is important. They place stickers on a chart of what they have eaten and count them. Also, the childminder provides a good range of nutritious and well balanced snacks and meals and in discussion with each child's parent or carer introduces new foods for them to try.

Children experience a wide range of play opportunities that are appropriate to their age and stage of development. The playroom is decorated with many posters and pictures some that reflect diversity and others that the children have drawn themselves which makes them feel valued and special. They attend local toddler groups where they meet with other children and learn to play alongside them. They enjoy the sensory experience of playing with dough, kneading it as well as rolling it and cutting it up. They delight in listening and moving to music, exploring the rhythm whilst using shakers and drums. Young children are exploring how things work, for instance, they find out that if they press the buttons on the electronic toy that it makes a noise and when they press the blocks on the truck that Winnie the Pooh speaks. This pleasant surprise encourages them to repeat their actions and through this they make connections about how things work. Children are encouraged to be independent; they freely choose from the range of play opportunities that are so easily accessible and use resources and their imagination to extend their play, for example, they have made a café area in the playroom and the childminder has helped them write a menu of the foods available. Even very young children are supported in becoming independent; they feed themselves confidently grasping their spoon and, with very good hand to eye coordination, get the fromage fraise and eat it.

The childminder uses the base line assessment of individual children which their parent or carer as completed with her so that right from the start she can offer activities that the child likes and will help them on their learning journey. The

childminder makes relevant dated observations which show children's achievements, however, she does not match these to the expectations of the early learning goals. Consequently, she cannot clearly demonstrate the rate at which children are progressing or identify if there are any gaps in their learning journeys.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 1 |
| 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 | 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:

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:

- take action as specified in the Early Years section of the report 06/03/2010

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 Early Years section of the report 06/03/2010