

Inspection report for early years provision

Unique reference number	EY333647
Inspection date	12/11/2009
Inspector	Alison Jane Kaplonek
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 has been registered to care for children since 2006. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and their two children in a house in the Stanmore area of Winchester, Hampshire, which is close to local schools and shops. A friend and lodger is accommodated in a self-contained annex. All areas of the property are used for childminding. Access to the premises is by a low step. Children mainly use the downstairs rooms and just go upstairs to use the toilet facilities on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to provide care for five children from birth to eight years. There are currently three children on roll who attend part time. Two of these children are in the early years age range.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and welcoming, family environment where their welfare and learning needs are generally well met. The childminder does not hold a current first aid certificate, but is booked to attend training. The childminder has all the relevant policies and procedures in place, although some documentation required for the welfare of children, lacks accurate detail. The childminder has a positive attitude to improving her knowledge and understanding of the Early Years Foundation Stage (EYFS) framework and has started to self-evaluate her practice. The childminder has fully implemented the recommendations from her last inspection.

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 (Promoting good health) (also applies to both parts of the Childcare Register) 12/12/2009

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

- ensure all safety equipment is appropriately fitted for easy use in an emergency

- update the safeguarding and complaints procedures to bring them in line with the EYFS and ensure that children are fully protected
- continue to develop systems to make observations and assessments of each child's achievements and interests and use these to plan challenging learning experiences for every child, linked to their individual next steps
- develop the learning environment to ensure children have easy access to resources and can initiate their own play and learning in all areas, but with particular regard to communication, language and literacy, problem solving reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

The childminder is appropriately qualified and suitably vetted. She has a sound understanding of child protection procedures, ensuring that children's welfare is satisfactorily safeguarded. She has a procedure in place to ensure that children will be left with her lodger, who is also vetted, in the case of an emergency, and an acceptable safeguarding children policy and contact details for the local child protection agency. However, this and the complaints policy lack up-to-date information regarding the EYFS. The childminder ensures children's health and safety as she completes daily risk assessments on the premises and equipment and talks to children about keeping themselves safe. She has smoke alarms and a fire blanket in place, although the fire blanket is not appropriately fitted for easy use.

Daily routines and a good range of resources ensure that children have a balance of activities which cover all areas of learning. However, some resources are not always easy to access, limiting children's ability to initiate their own play and learning. All children are welcomed into the setting and provided with toys and activities to help them talk about differences and valuing each other. They talk about different cultures and festivals, such as Diwali or Chinese New Year. Parents are provided with a range of information, such as copies of the childminder's policies and procedures, and receive verbal feedback about their child's daily routines at collection time. They complete a good range of contracts and permissions before their children start in the setting. The views of parents and the older children are sought through questionnaires provided by the childminder and the majority state that they are happy with the care and learning provided. The childminder has close links with the other setting attended by some of the children in her care.

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

Children make sound progress in their learning as they take part in the range of activities which are planned each time they attend. They enjoy an appropriate range of learning experiences, including cooking, painting, reading books or planting bulbs in the garden. The childminder frequently asks children what they would like to do and some children request certain resources or activities, such as

board games or construction equipment. At other times however, children 's access to some resources is limited, this leaves children with few opportunities to make choices and initiate their own play and learning, particularly in the areas of communication, language and literacy, problem solving, reasoning and numeracy. The childminder has begun to develop systems to make observations and assessments of each child's achievements and interests and makes scrap books of photographs to share with parents. She has started to develop her planning to ensure that they include enjoyable and challenging learning experiences for each child, linked to their individual next steps.

Children play and learn in a safe and secure environment where the use of regular risk assessments and effective record keeping, ensures their safety. They talk about crossing the road carefully when they walk to the park and are familiar with the house rules, such as sitting carefully on chairs and wearing slippers in case they should slide on the wooden floor. Healthy and nutritious meals and snacks are provided and menus are available for parents to see. Children know they are to wash their hands using the soap and towels provided after using the toilet and before eating. They understand about using tissues to blow their noses and to catch their sneezes. All children are welcomed into the setting and provided with resources, such as dolls, books and play food, to help them talk about differences and valuing each other. Children behave well, are polite and learn to share and take turns.

Parents are consulted about their children's likes and dislikes and any particular needs, when their children first start with the childminder. They are kept well informed of their children's routine and their learning and development, through daily discussion at the end of the day and information written in the daily diary for younger children. They also have access to individual scrap books which inform them of the activities their children have taken part in, and some of their achievements.

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	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	2
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

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	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:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 12/12/2009

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 early years section of the report (Welfare of the children being cared for) 12/12/2009