

Inspection report for early years provision

Unique reference number	EY390834
Inspection date	09/10/2009
Inspector	Marilyn Joy
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.

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Description of the childminding

The childminder was registered in 2009. She lives in a terraced house in Andover with her partner and two children aged two years and eight years. All area of the childminder's home may be used for childminding and there is an enclosed rear garden available for outside play. The family have two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for up to five children aged under eight years and, of these, only two may be in the early years age range. She is currently caring for two pre-school children, three children aged between five and eight years and two children aged over eight years. Children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare and development are satisfactorily promoted in the caring home environment offered. The childminder places a clear emphasis on developing positive relationships with parents which helps her to organise her provision to meet children's individual needs and is evident in the feedback she receives. She has begun to evaluate her practice and has identified clear areas where she would like to develop her practice. She has completed the initial childminding course but wants to extend her understanding of the learning and development requirements in order to more effectively promote positive 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 risk assessments identify all potential hazards, are consistently implemented and dated when completed (Suitable premises, environment and equipment) 16/10/2009
- keep a written record of all medicines given to children (Safeguarding and promoting children's welfare). 16/10/2009

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

- develop knowledge and understanding of the early learning goals in order to extend children's learning more effectively
- continue to develop the systems for assessing children's achievements so that their progress is tracked against the expectations of the early learning goals, their next steps for learning are identified and shared with parents
- review the use of the indoor and outdoor environments in order to provide

children with a wider range of experiences and choices across all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection issues and safeguarding children's welfare. She shares her policy with parents to ensure they are fully aware of her responsibilities should she have concerns about a child in her care. She has considered safety arrangements in most areas of her home and has satisfactory arrangements in place. For example, cleaning materials are stored under the sink in the kitchen and a safety gate is used to exclude children from the kitchen unless they are sitting in their high chairs for meals. The childminder has a risk assessment document, although she has not fully considered possible risks associated with horizontal banisters if younger children are independently accessing toilet facilities upstairs. She has not included all the required information, which is a breach of the regulations. However, to ensure the safety of children attending a safety gate is fitted at the foot of the stairs.

The childminder develops positive relationships with parents. Daily discussions and diaries are used to share information about children's daily activities, care and well-being, although progress records are not shared. Parents comment that they are happy with the care provided, the activities their children are involved in, and that their children enjoy their time with the childminder. Children do not attend other settings but the childminder is aware of the importance of liaising with other providers or agencies should this occur. Most documentation relating to the arrangements for children's care is in place, maintained appropriately and procedures are agreed with parents. The childminder has clear procedures in place regarding illness and accidents to ensure children receive appropriate care and to prevent the spread of infection. Written parental consent is obtained for the administration of medication and the childminder informs parents when it has been given to ensure they are fully aware and doses can be monitored. The childminder does not always keep a written record of this, which is a breach of the regulations, but because of the continual liaison with parents children's care is not compromised.

The childminder has organised her home so that children have space to move around and access the resources she has set out for them. She has a selection of toys but recognises they are not very accessible. As part of her self-evaluation she has identified some improvements to storage arrangements downstairs, although she has not considered how she can encourage more choice for younger children. There is an enclosed garden and a variety of outdoor toys, but limited use is made of the space available. The childminder is enthusiastic in her care of children and is keen to improve outcomes in all areas, although she is not confident with early learning goals. She focuses on getting to know each child well and treating them fairly. Equality and diversity are satisfactorily promoted.

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

Children are comfortable, happy and settled in the childminder's care. She sits on the floor with them and they benefit from her involvement in their play. Babies and toddlers are encouraged to solve simple problems, such as, how to fit the different play figures in and out of the doll's house or which size goes next when making a tower. Colours and counting are beginning to be introduced as they play. Hand-eye coordination develops as they successfully press a button to hear the sounds when turning the pages of the musical book. The childminder joins in and sings with the children who sway to the music or attempt to make animal noises when singing 'Old MacDonald had a farm'. Babies learn to pull themselves up and stand at the furniture. The childminder comments on the progress they are making.

Weekly outings extend children's experiences. For example, children explore different play equipment and collect leaves when they visit the park and practise using different equipment safely when visiting the soft play centre. They socialise with others, explore different activities and become familiar with new environments when attending toddler groups.

The childminder makes some observations regarding what children can do. She generally links these to the relevant areas of learning and is beginning to identify their next steps for learning. However, she does not track children's achievements against the expectations of the early learning goals, so that she can assess progress effectively and identify their next steps in each area of learning. Activities and resources are not always organised effectively indoors or outdoors, to fully extend children in each area of their development. For example, a range of books are not accessible to encourage young children's interest in stories and pictures. Sometimes painting and crayons are offered to encourage early mark-making. The childminder easily encourages children's early attempts at language by modelling conversations with them, echoing sounds they make and positive facial expressions.

The childminder works closely with parents to help babies to establish clear routines for eating, sleeping and active play. She promotes healthy eating and encourages children to try different foods. The childminder introduces children to good hygiene routines. She chats to them about making sure their high chairs are clean when they are going to have their snack and they have individual bowls for washing their hands. Children are given clear boundaries which helps them to understand about staying safe. When crawling babies become curious about the television they are reminded not to touch and are distracted with a toy. Praise and encouragement boosts their self esteem and helps them to learn what is expected of them. Children feel secure in their environment. They confidently move away from the childminder to explore. The positioning of safety gates allows them to move around freely and safely.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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