

Inspection report for early years provision

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Inspection date	26/01/2010
Inspector	Amanda Shedden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her husband and two children both of whom are in full time education. They live in a house in Whiteley, Fareham. The home is within walking distance to local schools, shops and parks. The childminder uses downstairs mainly for childminding although upstairs is used for sleeping and toileting facilities. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years. There are four children in the early years age range on roll attending on a part time basis. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. The family have several pets in the home.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled at the childminders. All children are fully included and their needs met as the childminder has an understanding of their individual needs. They participate in a range of activities that enable them to make progress. The childminder undertakes observations on the children, but they are not used to identify any further development. The childminder has started to evaluate her practice and is aware of the need to develop it further.

What steps need to be taken to improve provision further?

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

- continue to develop the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- extend current format of planning to include identified next steps of children's learning which is shared with the parents to enable learning to be continued at home
- ensure all hazardous chemicals are stored appropriately
- continue to develop resources to promote diversity and develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others
- develop hand washing procedures to ensure children obtain a good understanding of healthy hygiene practices and how these contribute to good

health

The effectiveness of leadership and management of the early years provision

The childminder has strategies in place to safeguard children. All adults in the home have been suitably vetted and the childminder fully supervises the children in her home and when using the facilities in the community. Risk assessments are in place for the home and when on outings, however, the risk to children having access to dangerous substances has not been identified. The childminder has an understanding of child protection procedures and how to implement them if she had a concern about a child in her care. She has a relevant first aid certificate ensuring that if a child were to have an accident they would be treated immediately and appropriately.

The childminder has started to look at her practise, however, this has not been fully developed. She has made long term plans to improve her practise by increasing her knowledge and skills.

Children have access to a range of appropriate resources for their age and stage of development. The resources are arranged in a manner to encourage children to self select; they are rotated regularly to keep the children interested. Children are treated as individuals, however, they do not have resources or opportunities to develop knowledge about diversity or other cultural groups.

The childminder has good relationships with the parents and other providers involved in the children's care. Parents are aware of the observations made on their children and have access to them ensuring they are aware of the experiences their children are having. They communicate regularly to ensure the children have continuity of care, but the next steps in the children's learning are not shared.

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

Children are happy and secure at the childminders. They have warm relationships with the childminder and each other. The childminder's knowledge of child development and how children learn enable the children to progress across the six areas of learning. Observations are made on the children and linked to the areas of learning, however, they are not used to identify their achievements, next steps or to plan future activities to ensure that the children continue to progress.

Children are comfortable and at ease in the childminders home. The children benefit from the positive interaction they have with the childminder. They sit together conversing with each other, the childminder asking older children open ended questions encouraging them to think and contribute their own ideas and knowledge. Young children's language is encouraged and supported by the childminder who talks clearly to them encouraging their vocabulary. Activities are differentiated for the abilities of each age. Whilst playing with the soft dough

younger children were encouraged to identify and repeat the colours, older children were encouraged to use a range of tools and predict what would happen as the dough went through different moulds.

The childminder introduces numbers through incidental and routine activities, young children for instance count how many pieces there are, older children are supported in recognising different shapes and numbers whilst doing puzzles.

Children are learning about healthy lifestyles, they have access to fresh air each day as they walk to the local school, often stopping at parks to play on a range of equipment enhancing their physical development. They are learning about self care skills for instance blowing their own noses and disposing of the tissue in the bin. They discuss what foods are healthy and have access to drinks at all times stopping them from becoming dehydrated. There are resources in place to help them become independent in the bathroom and individual paper towels to dry their hands on, however, they do not always wash their hands before eating.

Children feel safe in the home; they use all of the rooms downstairs to play in and have a great time playing hide and seek with each other hiding between couches and behind doors, laughing and giggling as they find each other. Older children know how to stay safe when walking with the childminder, knowing they have to stay close, stop, listen and look both ways before crossing the roads. There is an evacuation procedure in place that the older children have practised ensuring they would know what to do if an evacuation was necessary.

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

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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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