

Inspection report for early years provision

Unique reference number	151065
Inspection date	04/02/2010
Inspector	Coral Hales
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 who is a qualified practitioner was registered in 2001. She lives with her husband and their three teenage children in a residential area of Gosport in Hampshire. The property is within walking distance of schools, parks and shops. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is used for childminding with rest and toileting facilities available on the first floor. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time. She is currently caring for seven children at different times, of whom, three are within the early years age range. The family has two cats and a rabbit. The childminder 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 happy and settled in the care of a childminder who clearly enjoys her job and is caring and capable. They are making good progress in all areas of learning and activities are adapted to suit their differing ages. All children including those with special educational needs and/or disabilities and those for whom English is an additional language are welcomed. Effective working relationships are in place with the parents and the childminder has established links with other providers. She understands the need to reflect on and evaluate her practice and, although there is no formal system in place, shows the capacity to maintain continuous improvement.

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 30/04/2010
April 30th 2010. (Promoting good health)

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

- update knowledge and understanding of safeguarding children issues to ensure safeguarding children policies and procedures are appropriately implemented
- match observations and assessments of children's learning to the expectations of the early learning goals so it is clear to see the progress they make during the Foundation Stage
- develop the learning environment and resources to ensure children obtain a positive sense of their own identity and culture and enable them to develop

and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her role in safeguarding; however, she is not fully secure about local safeguarding children procedures and the contact numbers to be used in an emergency. She has risk assessed her home and outings are considered to ensure the safety of the children and all required records are maintained. The childminder closely supervises the children at all times. When out in the community she makes the children aware of the dangers and this helps them to develop an understanding of appropriate behaviour and suitable road side practices. The childminder has not maintained her first aid certificate. She has however, a clear understanding of how to deal with accidents and all required documentation is in place.

Children are safe within the home because the childminder has a good understanding of how to maintain their safety. For example, locks and stair gates are used as required. Suitable fire procedures are in place and evacuations regularly completed enable children to become aware of what to do in an emergency.

The childminder strives to meet the needs of all children. She has not yet developed fully effective systems to reflect her practice; she has however, identified areas for improvement. For example, she is actively seeking advice or further training to develop her knowledge of how to support young children with English as a second language.

The premises are well-organised and children have space to play and freedom to move around. They have access to a good range of resources enabling them to make choices and initiate their own play. Effective working relationships with parents and carers ensure that children's individual needs are met.

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

All children are encouraged to be active, independent learners, whilst benefiting from the childminder's involvement in their play. Flexible daily routines allow them to experience a varied range of activities inside and outside of the home to develop their understanding of the local community. The children have opportunities to observe people who help, for example, the people who drive the local buses. The children enjoy listening to stories as they sit together at snack time and the childminder ensures that she fully involves them in the story. Outings to the library help them to further develop a love of books. The childminder informally plans her day and babies and children are given time to develop in individual ways and at their own pace. For example, while the older child builds with bricks, the younger one explores and experiments with the same bricks. Learning is extended when for example, the childminder introduces new words, such as 'firm' when they discuss needing a base to build the tower on.

Children's imagination and creativity is promoted effectively. For example, they sing 'Grand Old Duke of York' and use instruments to accompany the song. Activities are adapted to ensure they can participate at their own level. For example, whilst one uses the instruments the other completes actions with the childminder. The inspector is given a drum and the children are amused when she joins in. The childminder meets up with other childminders in the local area and they plan specific activities for their children. This helps to develop children's social skills and enables them to experience a wide range of activities with their peers.

The childminder observes and assesses children's development and keeps colourful and informative records of children's achievements. These are shared regularly with the parents. However, observations made do not fully link to the expectations of the early learning goals or clearly show children's progress during the Foundation Stage.

The children's routine needs are met because the childminder promotes their health and ensures they play in a clean environment. They have regular access to outdoor physical play and their routine care needs such as rest and meal times are met. Children are learning to keep themselves safe. The childminder gives good explanations to develop their understanding. For example, she reminds them not to run around with musical instruments in their mouths as they may fall and hurt themselves. Children behave well and begin to learn how to share and take turns. The childminder helps them to develop an understanding of boundaries set by her to maintain their safety.

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	2
The extent to which children feel safe	2
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:

- take action as specified in the early years section of the report (Qualifications and training) 30/04/2010

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 compulsory part of the Childcare Register (Qualifications and training) 30/04/2010