

Inspection report for early years provision

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Inspection date	21/01/2010
Inspector	Carol Johnstone
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 1995. She lives with her husband, two adult children and a 13 year old child. The family live in Eastleigh, Hampshire. The whole of the ground floor is used for childminding purposes and older children have supervised access to the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children at any one time. There are currently 10 children on roll who attend on a part-time basis, six of whom are in the early years age group. The childminder also cares for children over the age of eight years and children placed with her by social services. The childminder is an accredited member of the Hampshire Cluster Childminding Network. The childminder has an NNEB qualification, and NVQ Level 3 in Early Years Care and Education. She is a member of both the National Childminding Association, and the Southampton Childminders Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have positive relationships with the childminder and she is very warm and friendly towards them. There are outstanding partnerships with parents and the childminder works flexibly with them to support the children. The childminder has started a self-evaluation process which helps identify areas for development. She is committed to the continuous improvement of her childminding practice and regularly attends training courses to further her knowledge.

What steps need to be taken to improve provision further?

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

- for each type of outing, carry out a full risk assessment. This must be reviewed before embarking on each specific outing (Safeguarding and welfare) 21/01/2010

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

- organise the activities more effectively to enable all children to be included, adapting them according to children's differing ages and abilities
- continue to develop the assessment records to more clearly identify children's next steps in learning and use these as a focus for the activities

The effectiveness of leadership and management of the early years provision

The childminder has a very clear and confident understanding of how to recognise the types and signs of child abuse. She keeps her training up to date and regularly reads information relating to the topic. She keeps contact details of the relevant agencies that would provide assistance. Consequently, she would be able to quickly identify signs that may mean a child is at risk of harm and be able to obtain appropriate support for them. There is a clear Safeguarding policy which is shown to all parents at the outset of care, outlining her responsibility in this area.

Risk assessments are completed for the home and some outings, such as the school run and local play park. However, there have been trips with the children to other venues such as the zoo, farm and library for which there are no records of risk assessments being completed. This is a legal requirement.

Policies and procedures are regularly updated by the childminder and she gains current information from her local childminding network. The childminder has started a written process of self-evaluation which she finds useful in helping her identify areas for improvement and development. She has an honest approach to evaluating her practice and actively seeks out training if there is an area she feels could be improved. She has attended several training courses since the last inspection, in relation to health and safety, food hygiene and behaviour management. The childminder is actively involved in the local childminding network and also supports newly registered childminders, acting as a mentor for them in their first year of practice.

Children with special educational needs and disabilities are well supported. The childminder works very closely with parents to help identify any concerns or to gain appropriate help should it be needed. There are effective relationships with external professionals such as the local special needs coordinator, whom the childminder contacts if she has concerns about a child. The childminder also welcomes professionals to her home, such as physiotherapists, if they need to see a child during the time she is caring for them. Children have opportunities to increase their awareness of diversity and disability. There are celebrations of different festivals, such as Chinese New Year, and there is a range of multi-cultural resources for the children to use. If a child has English as an additional language, the childminder establishes some key words to use and borrows some dual language books from the local library. In addition, she has prepared photographs of the toys so that children who are not confident speakers can show her what they want to play with.

Partnerships with parents are outstanding. The childminder works hard to meet the needs of parents by being very flexible and often doing things for parents which are beyond her role as a childminder. There is a clear parent prospectus given at the outset of care containing detailed information about the practice and about the Early Years Foundation Stage (EYFS). There is consultation with parents to find out about the child and their likes and dislikes. Full information is obtained about any medical details and parental consent forms are signed for emergency medical

treatment, the taking of photographs and observations. There is a daily discussion with parents on arrival and collection of the children. The childminder completes a detailed daily journal for all children and photos are taken throughout the day as a record for parents. Twice a year, parents are given questionnaires to complete, inviting feedback and suggestions for development. Parents are extremely happy with the care provided and there are very open and friendly relationships between them and the childminder.

The childminder also works very hard to forge links with other providers who share the care of the children, such as local pre-schools and nurseries. She arranges appointments with them to discuss the children and show them their work. In addition, there are regular phone calls to them throughout the term if she is unable to see the staff in person. The childminder also attends any local training meetings in relation to working in partnership with other providers.

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

Children are able to choose from a selection of toys which are set out on the floor in boxes. The childminder rotates these when she feels children need some new interest and currently, she is also looking to find ways of children being able to access toys that are not on display. Children mostly free play independently with what is available. In addition, there are activities such as making rice crispy cakes, play dough, finger painting, art and crafts, model making and puzzles. The childminder also reads to the children each day. There are regular trips to the local childminding group, play centre, the airport, forest, library, farms and zoo.

The childminder makes regular observations of the children and uses these to make formal assessments of them each academic term. She also identifies things the children enjoy doing or need extra help in, for example, practising their fine motor skills and she arranges for these activities to be done when those specific children are present. The assessment folders are still being developed by the childminder and do not always clearly show a clear focus for children's next steps in learning and how these will be facilitated. Activities are not always organised to include all the children present and this area could be developed further to ensure that all children can join in, regardless of their abilities. The childminder supports the play with friendly interaction, asking questions such as "is it hot or cold?", "what does that feel like?", "can you find that in the picture?". The childminder gives lots of cuddles to the children and they respond happily to her.

Children have good opportunities to learn about their personal hygiene. They know that they must wash their hands after the toilet and before eating and they have separate towels on low-level hooks that they can independently reach. The childminder uses good hygiene practices herself, for example, when nappy changing she uses disposable gloves and individual nappy sacks. Before preparing food, she uses antibacterial gel on her hands, and the tables and highchairs are wiped down regularly. The childminder does not provide food for the children as they all bring food from home, which she heats to appropriate temperatures if required. The childminder recently attended a food hygiene training course.

Children benefit from regular physical play, either in the garden using the variety of equipment, or in local parks or woods. When the weather is poor, the childminder uses music tapes which the children dance to.

Children learn about their personal safety when out walking through being reminded about how to cross the road safely. They are secured into buggies or on reins. Indoors, children are taught by the childminder not to climb on the stairs and are also reminded to be gentle with younger ones when playing so as not to hurt them.

Children are encouraged to behave appropriately. They are reminded to play nicely and to be kind to each other. If a child does display unwanted behaviour, there is a discussion with them as to why they have behaved in the way they did. If necessary, they have 'time out' where they can calm down before joining the play again. The childminder praises the children readily when they are gentle or kind. This builds their self-esteem and confidence.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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

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	2
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:	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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