

Inspection report for early years provision

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Inspection date	17/02/2010
Inspector	Hazel Farrant
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 registered in 2009 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two year old child in Basingstoke, Hampshire. Minded children may use the entire house, although in practice remain mostly downstairs when playing. There is a fully enclosed garden available for outside play.

The childminder is registered to care for five children under eight years, of whom no more than two may be in the early years age group. The childminder is currently caring for five children, of whom, two are in the early years age group. The childminder takes and collects children from local schools and pre-schools. The childminder attends local toddler groups, library and parks. The family have one cat as a family pet. 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 enjoy themselves and are happy and content. Overall their individual care needs are met appropriately and inclusive practice is promoted. Systems for observations and assessments are in the early stages of development. The childminder gets to know each child well and provides a secure and interesting environment for them. Systems for self-evaluation and monitoring are not in place, as a result, there is a satisfactory capacity to maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- continue to carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they are resolved
- further secure existing risk assessments with particular reference to low electrical sockets and position of fire blanket and first aid kit
- further develop systems and documentation in order to promote an effective two-way flow of information and knowledge, to help support and extend children's developmental progress, learning experiences and current interests
- implement systems of self-evaluation to identify and maintain continuous improvement
- review the procedures followed to minimise the risk of cross infection.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role and responsibility with regards to safeguarding children. She has appropriate knowledge of the signs and symptoms of abuse and the correct procedures to follow, should she have any concerns about a child's welfare. There is a written safeguarding policy in place that is shared with parents. This means that they are made aware of the childminder's role and responsibilities in protecting children from harm. All adults residing on the premises are appropriately vetted. All visitors to the home are supervised at all times and are asked to sign the visitors' book, which further promotes children's safety. Children are cared for in a clean and tidy environment, for example, children have their own flannels and towels. However, effective health and hygiene procedures are not always consistently followed in order to reduce the risk of the spread of infection. For example, the childminder does not always wash her hands after wiping children's noses.

Appropriate resources are available and most are easily accessed, enabling children to freely choose activities within safe boundaries. There is a satisfactory variety of activities and play materials that represent positive images of diversity, to encourage children to appreciate and value one another's similarities and differences. The childminder also borrows resources from the toy library to extend the range available. The childminder is aware of her responsibility to keep children safe and completes fire evacuation drills. Although the evacuation date is recorded, no detail is included of the outcome of the evacuation. A record of risk assessments for the premises and outings is maintained. However, not all low electric sockets are made safe or inaccessible to children. In addition to this the fire blanket is not fitted in accordance with the manufacturer's instructions to an appropriate kitchen wall. A first aid box is available but kept on a high shelf not easily accessible in an emergency.

Parents receive copies of the childminder's written policies and procedures giving them an insight into the way she operates. Parents are kept informed about how their child has been throughout the day with the use of a diary. Before children are placed with the childminder, she gathers information from parents about children's interests and abilities, so that she has a good understanding of their starting points. However, although children's progress is discussed daily on an informal basis, parents are not fully involved in contributing to children's learning and development records. The childminder currently cares for children who access the Early Years Foundation Stage at other settings. However, currently there is no method of sharing information to promote continuity of learning and care.

The childminder shows good commitment towards ensuring that children are happy and appropriately cared for. This is the childminder's first inspection since registration and she demonstrates keen commitment to improve her knowledge of childcare through attending further training. However, she has not formally started to evaluate the quality of her provision through reflective practice. Therefore her ability to identify aspects to improve the outcomes for children is currently rather limited.

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

The childminder supports children well. The childminder has started taking photographs and saving children's work as evidence of children's achievements. She has made a satisfactory start with her observations, ensuring they are linked to the six areas of learning, and is able to identify their next steps in order to progress children.

Children practice new skills, such as how to walk holding the childminder's hand. Children's interest in colour is promoted through choices. For example, when the childminder asks the children what colour paint they would like to use during a craft activity. Children learn how to create their own colours as they mix different colours together. Cookery is a favourite with children; they mix the ingredients, knead and roll out the dough as they make 'cheese straws'. Babies enjoy feeling the texture in their hands as they squeeze the dough between their fingers. The learning environment is set out so children can independently access most of the resources. They know that they can ask for other resources that are stored in the cupboard. Children's language for communication is developing well. They learn the names of the different animals, such as giraffe, as they look at the illustrations in the book and play with the animal masks. As a result, children enjoy their play and make steady progress in their learning and development.

Young children enjoy make believe play with the baby dolls and happily pick their babies up to give them cuddles, rocking them backwards and forwards gently. Children show keen interest in toys with simple mechanisms and begin to learn to operate them. For example, they learn that by pressing the buttons a musical sound is made. Children's understanding of the wider world is demonstrated through their play and activities provided for them outside of the childminder's home, such as visits to different places of interests. Children begin to learn that some things are shared, and are supported by the childminder as they learn this.

Children are developing an understanding of how to keep themselves safe as part of daily routines, as they make their way around the home with increasing confidence. They develop good manners and social skills, as they sit together to eat at mealtimes. The childminder is consistent with her approach to behaviour, which helps children to learn acceptable behaviour. Children enjoy outdoor activities as part of daily routines, undertaking walks to the park, school and playing in the garden. They have fun exploring large equipment in the park and enjoy visits to soft play centres. Children are also adopting healthy lifestyles through eating healthy foods and washing their hands before mealtimes.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	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	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	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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