

Inspection report for early years provision

Unique reference number	112733
Inspection date	10/02/2010
Inspector	Melissa Cox
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 was registered in 2000. She lives with her three children in Wherwell near Andover. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years, at any one time and is currently minding 12 children on a part time basis of which, five are in the early years age range. She is registered to care for a maximum of 10 children when working with an assistant. The registration includes overnight care for two children.

The childminder is a member of the National Childminding Association, is an accredited childminder and a member of an approved network. She has no funded children on roll. The family have a pet cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcome environment for all children in her care. She promotes children's welfare overall, and most requirements are met. The childminder ensures she establishes their individual needs, and she provides activities that mostly take into account their interests and capabilities. Good relationships with parents help ensure that children's needs are met and they make steady progress in their learning, given their age, ability and starting points. The childminder has just started to reflect on her practice to ensure that the provision is responsive to the needs of the children who attend and their families. She attends regular training events to improve 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:

- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and welfare)(Also applies to both parts of the Childcare Register) 01/03/2010
- ensure a daily record is kept, of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation)(Also applies to the CR and VCR) 01/03/2010

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

- continue to maintain children's development records to clearly show their progression in the different learning areas and identify the next steps in development
- develop further the system for making observations and assessments of children's progress and link these to planning so that activities build on what children already know and can do

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of the procedures to be followed to safeguard children and knows how to make an appropriate referral if she is worried about a child in her care. Household members are appropriately vetted and suitable child protection policies and procedures are in place. She has appropriate knowledge of the signs and symptoms to be mindful of and is confident to talk to parents about any concerns, putting the welfare of the children first. Risk assessments have been conducted to a satisfactory level within the home, but do not link through to outings and are not reviewed when an incident has occurred. This is a breach of requirements. The childminder has begun to complete the self-evaluation record and has a very positive attitude towards identifying areas for improvement. She evaluates in other ways, for example, talking to parents; asking for suggestions about her practice, and listening and acting upon the children's requests.

The childminder has a wealth of experience of caring for many children over the years and establishes close relationships with them and their families. She gives some consideration to the organisation of her home and the toys and resources within it and has created a generally enabling environment for children to play and learn within. Resources are clean, very well maintained and age and stage appropriate. This results in children having access to a generally suitable range and variety of toys and play materials, which supports their enjoyment and achievements.

The childminder is aware of the need to provide an inclusive environment for all attending and endeavours to promote children's understanding of equality and diversity through the use of books, resources and trips out to the community.

The childminder works closely with parents to meet children's needs. Parents are informed about their children's activities, through daily discussions and some photographic evidence. Written comments from parents are positive and complimentary and reflect their satisfaction with the service that is provided. Parents are aware of the procedure for making a complaint and there is relevant information and a complaints log available to them. The childminder is beginning to build relationships with the staff at local schools and nurseries and systems to share information are developing. The childminder is supported in her work, by assistants, who have a satisfactory understanding of the policies and procedures that underpin the childminding setting. However, the attendance register is not

maintained daily and it does not show the key person that has been working with the children. This is a breach of a welfare requirement.

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

The childminder has a developing knowledge of the EYFS. She demonstrates a sound knowledge of the children in her care and confidently describes their needs and stages of development. The children's development and progress is provided through a range of photos and brief written observations. However, the systems are still in their infancy and information gained through observation is not effectively linked to the areas of learning and used to plan the next steps in their learning. Consequently, children make sound progress in their learning, given their starting points.

Children enjoy their time with the childminder as she places priority on ensuring they are happy and settled in her care and they have fun and enjoy the activities provided. She provides a selection of activities and related resources which the children enjoy and show interest in. The childminder provides adequate support; ensuring children's personal and learning needs are met. She spends time with the children and follows their interests and their direction of play. Photographic evidence of children playing in various different situations shows their enjoyment. They are developing skills such as sharing and taking turns, which will consequently help them, begin to learn how their behaviour affects others. They are encouraged to make a positive contribution in the setting by showing consideration to others and by being kind to each other as they play together. Children are beginning to learn about keeping themselves safe, as they are reminded to sit down carefully when drinking or eating snacks.

The childminder's recognition of the importance of physical activity contributes to the children's development. For example, they enjoy playing ball games in the garden and make regular visits to the local parks and woods. Visits and outings develop children's experiences, such as the soft play area, extend their physical skills. Children benefit from socialising with similar aged children in toddler groups, building on their confidence and encouraging their communication skills while playing alongside each other. Communication is promoted further through ongoing conversations and opportunities to look at a variety of books.

Children's develop confidence and self-esteem because the childminder gives praise, encouragement and support to help them understand what is right and wrong. The children help to tidy up toys and learn not to leave things lying on the floor, to prevent accidents.

The childminder has information in place which is shared with parents on the care of children when ill which is appropriate in minimising cross infection. Satisfactory health and hygiene practices ensure children have appropriate facilities to wash their hands as part of their routine through the day, although these are not consistent. The childminder provides a range of varied home cooked meals for the

children. Toddlers are gaining independence at mealtimes and happily help themselves to their food and drinks.

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	2
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	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:

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 (Suitability and safety of premises and equipment) 01/03/2010
- take action as specified in the early years section of the report (Records to be kept) 01/03/2010

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 early years section of the report (Suitability and safety of premises and equipment) 01/03/2010
- take action as specified in the early years section of the report (Records to be kept) 01/03/2010