

Inspection report for early years provision

Unique reference number	111331
Inspection date	12/02/2010
Inspector	Melissa Cox
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1997. She lives with her husband and teenage daughter in Southwood, Farnborough, Hampshire. The whole of the premises are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years; of these three can be in the early years age group. Currently, the childminder is minding four children on a part-time basis who are in the early years age group. The family has two pet rabbits and a dog. 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 very happy, settled and secure because the childminder is caring and attentive to their welfare needs. However, children are not adequately safeguarded as the childminder lacks a secure understanding of child protection and complaints procedure. Children receive appropriate opportunities to enable them to develop their early developmental skills. The childminder gathers suitable information from parents in order to fully understand the children and meet their individual needs. Each child is recognised as an individual taking into account their routines and preferences. The childminder undertakes many activities in the local community and provides resources which encourage children's awareness of our diverse society. Improvements have been made since the last inspection and the childminder has realistically identified areas where she feels she needs to improve her knowledge and skills in order to develop her service, showing suitable capacity to do so.

What steps need to be taken to improve provision further?

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

- increase understanding of complaints requirements and share this procedure with parents (safeguarding and welfare) 01/03/2010
- increase understanding of child protection procedures; to include procedures to be followed should an allegation of abuse be made and ensure the policy and procedure is shared with parents (Safeguarding and welfare) 01/03/2010

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

- identify the child's next step in their learning and development and plan a range of activities to support progress towards the early learning goals.
- develop the systems to monitor children's progress and achievements by linking observations to the areas of learning and the early learning goals

The effectiveness of leadership and management of the early years provision

The childminder has some understanding of child protection procedures and is aware of what to do if she had a concern about a child in her care. However, she has only a basic understanding of what to do if an allegation was made against her or others. In addition, the childminder has only an adequate understanding of the complaints procedure she should follow should a complaint be made about her service, although parents have access to the relevant contact numbers. These are breaches of welfare requirements. Risk assessment procedures are secure and the childminder ensures that children are well supervised in her care with safety being reinforced at all times. Children are learning to keep themselves and others safe as the childminder teaches them suitable strategies, for example, not throwing toys.

Children quickly settle in and are secure and comfortable in the childminder's home. They benefit from the childminder taking account of their preferences and providing suitable environments for them to relax and sleep soundly. The space is well organised providing children with places to play, be creative and rest whilst not interrupting the needs of their peers. Overall, the resources and equipment are of a good quality, attractively displayed and deployed thoughtfully throughout the home.

The childminder promotes equality and diversity by welcoming all children warmly, treating them as individuals and meeting their separate needs well, overall. The childminder's simple self-evaluation of her service accurately reflects areas which will benefit from further attention. This includes developing more knowledge and understanding of children's learning and development using the Early Years Foundation Stage.

The childminder has established good initial contact systems, uses settling in periods and daily liaison both verbally and through diary entries, to continually engage parents. She keeps parents informed about their children's activities and achievements through discussion. This is promoting the good continuity of care for the children.

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

Children enjoy a good range and balance of activities in the home and while attending community groups, promoting their acquisition of skills across the six areas of learning. Children are making satisfactory progress from their starting points. They enjoy their learning as the childminder provides a variety of

interesting resources, such as the shape sorters, encouraging exploration and discovery. Children are consistently praised, so that they feel good about their achievements. They are developing skills for the future, though cooperative play, sharing and turn taking. She sits with children while they are playing, talks to them about what they are doing and asks questions, extending their ideas, speech and language and ability to problem solve. Children feel safe and secure in the childminder's care, as is evident through their continual smiles, laughter and chatter as they play and they respond very positively to the childminder's kind, caring and calm manner. They learn to communicate with increasing confidence, because the childminder is attentive and responsive to their body language and their attempts at speech, for example giving reassuring cuddles and contact to very young children and responding to signs of hunger and tiredness.

The childminder observes children well, although is tentative in her approach to recording achievements and plans for next steps. Progress is evidenced through samples of children's work and photographs, however, attainments are not clearly matched to the six areas of learning or the expectations of the early learning goals, so as to identify and effectively bridge any gaps in children's learning. Children feel safe in the setting because routines are consistent and familiar. The childminder spends her time playing with them and has a good understanding of their interests.

Language development is encouraged as the children describe what they are doing. The childminder praises and encourages them enthusiastically increasing their sense of achievement. Children experience activities and opportunities to develop their skills suitable to their age and abilities. For example, a young baby demonstrates confidence in exploring the play area where age appropriate toys encourage interest and skill. The childminder sits at the children's level and provides encouragement and praise as she allows the child the freedom to explore. They also sing songs and share stories and books. Puzzles provide an opportunity for sorting and matching and small world figures encourage awareness of size, shape and matching in addition to imaginative opportunities. Children enjoy being active and taking part in a varied range of physical activities, which supports children's physical development. They learn about the benefits of healthy eating as the childminder offers a balance of nutritious meals, that includes plenty of fresh fruit and vegetables.

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	4
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (procedures for dealing with complaints) (also applies to the VCR) 01/03/2010
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding children) (also applies to the VCR) 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 (Records to be kept) 01/03/2010