

Inspection report for early years provision

Unique reference number	EY275044
Inspection date	08/07/2010
Inspector	Lorraine Sparey

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 2003. She lives with her husband and two children in Chandler's Ford, an area close to Eastleigh. The minded children use the dining room and conservatory and there is a rear garden for outside play.

The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of five children may attend at any one time, of these three may be in the early years age group. The childminder is currently minding three children, two of whom are in the early years age group. The childminder attends various local parent and toddler groups throughout the week.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are comfortable in the homely environment and benefit from the childminder's warm interaction. There are some systems in place to enable the childminder to gather information about children's individual needs to ensure they are met. Children are making steady progress in their learning and development. Their welfare needs are generally met. However, some of the required documentation is not in place to fully support children's health and safety. The childminder has made satisfactory progress in addressing the recommendations from the last inspection. However, there are gaps in her knowledge of the Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children, and inform parents (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 30/07/2010

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

- ensure risk assessments cover anything with which a child may come into contact
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop systems to use the information gathered from observations to identify learning priorities for each child and reflect this in the planning of appropriate play and learning experiences.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because the childminder demonstrates knowledge and understanding of procedures to follow in the event of a concern being raised. She has a basic policy which is shared with parents to ensure they are familiar with her role and responsibility in protecting children from harm and neglect. The childminder completes basic written risk assessments which meet the requirements but do not cover all aspects of the provision. For example, the banister on the stairs and large amounts of ivy in the garden which the children can access. The childminder has the majority of the required documentation such as accident records, attendance register and child record forms. However, administered medication is not recorded, which is a breach of the welfare requirements. Therefore, children's health and general well-being are not fully supported. The childminder closely supervises children to ensure they are safe and the home is well maintained. She is beginning to develop systems to monitor and evaluate her practice to ensure that children are making progress. She has identified some training needs that would increase her knowledge and understanding of the Early Years Foundation Stage framework to improve outcomes for children.

The childminder has an adequate range of resources which generally meet the needs of the children attending. However, although there are additional toys and equipment that reflect diversity, these are limited to a doll and some dressing-up clothes. The childminder recognises through her self-evaluation that she would like to increase these through lending libraries to enable children to learn about the wider world. Generally the play areas are used appropriately to enable children to have space to move and play with ease. Toys are stored in boxes on the floor to encourage children to choose. The childminder takes full advantage of the various parent and toddler groups in the local area to provide children with a variety of play and learning opportunities where they can socialise with children of their own age.

The childminder develops positive relationships with parents and carers, providing written daily diaries. These provide useful information such as how much food the children have eaten, nappy changing and any sleeps. She has just begun to implement written development records for the children to enable her and the parents to monitor children's progress. Parents have commented they would like more information about their children's progress and the childminder has taken this on board. Parents use the diary as a two way communication book which appears to be successful. The childminder is aware of her responsibility in liaising with other early years settings and professionals if the need arises and has basic systems in place to accommodate this.

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

Children are settled and relaxed in the childminder's care. They are confident to approach her for help and support and they benefit from her warm interaction. She consistently talks with the children, narrating what they are doing to promote their language and problem solving skills. For example, children persevere as the childminder encourages them to complete various puzzles. She repeats the letters and encourages them through praise, lots of clapping and smiles when the children succeed. Children are encouraged to build a train track and enjoy pushing the engines around the track. The childminder encourages children to experiment with different resources, for example, a child pretends to iron the conservatory door. The childminder suggests getting some dolls clothes and ironing them on the board.

The childminder is beginning to implement and develop systems to monitor children's progress. She has obtained information from the internet. Photographs and basic observations are used to enable her to consider the next steps in children's learning. However, there is no link between the next steps for children's development and activities and play opportunities offered. Therefore, children's learning is not fully promoted.

Children have lots of opportunities to socialise with other children of similar ages through the various toddler groups they attend throughout the week. They also go on outings to places of interest such as Longdown Dairy Farm where they learn about the various animals. They visit the local park to encourage their physical development.

Children are beginning to learn about healthy lifestyles and keeping themselves safe through discussion and the childminder being a positive role model. Children know they need to wash their hands after having their nappies changed and are able to find their own towels, ensuring cross infection is minimised. They understand about being careful when there are lots of toys on the floor. However, at times they stand on them or in the storage boxes on top of the toys. Children have opportunities to practise the evacuation procedure to enable them to become familiar with what to do in the event of an emergency. Children's behaviour is appropriate for their age and stage of development and minor disputes are quickly resolved. The childminder is consistent in her approach, talking calmly and explaining why their behaviour is inappropriate. For example, when children have difficulty with sharing, the childminder gently explains and suggests an alternative. Consistent praise enables children to learn about the boundaries and expectations.

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	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 (Records to be kept) 30/07/2010

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) 30/07/2010