

Inspection report for early years provision

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Inspection date	27/05/2010
Inspector	Judith Reed
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 1998. She lives with her husband and two children aged 15 and 13 years, in Lychpit, Basingstoke. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She also takes children to the local library and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled with the childminder as she knows them well and meets their individual needs. The childminder ensures children are safe while they are in her care, although further written documentation is required. Equality and diversity are satisfactorily promoted. The childminder carries out self-evaluation of her provision and is planning ongoing development through training.

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 they were carried out, by whom, date of review and any action taken following review or incident (Safeguarding and Welfare)(also applies to the both parts of the Childcare Register) 02/07/2010

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

- continue to make regular observations of children's development and learning and share these with parents

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a suitable safeguarding policy and is aware of the procedures to follow if she has any concerns. Suitability checks are

carried out on all adults living in the home. She carries out visual risk assessments around her home, garden and during outings, but has not made any written records of these risk assessments as required. The childminder obtains all necessary documentation from parents to ensure children's safety. She keeps appropriate records of accidents and medication administration. Parents are kept informed about their children's activities through daily verbal feedback. The childminder talks to the parents about their children and finds out about their dietary needs as well as their developmental stage. Parents state that they feel the childminder is extremely competent, patient and trustworthy. She provides a comfortable and stimulating environment where children are happy, contented and safe. The childminder is reliable, interested in children and supports families well. The childminder works closely with parents to share information regarding children's experiences in other childcare settings.

The childminder carries out a self-evaluation of her childminding provision and is planning some ongoing development through training. The childminder receives very little support from her local authority early years unit and she is pro-active in obtaining the necessary guidance documentation for her role. The childminder is committed to the ongoing improvement and development of her childminding provision.

Children enjoy the opportunity to choose their own activities and toys from storage. The childminder has a well planned toy storage area under the stairs and children can easily access the area. They bring toys and games into the hall and living room areas. Children move freely around the ground floor of the home and benefit from plenty of play space both inside the home and outside in the garden. The childminder is well aware of safety issues and keeps the children safe by ensuring the front door is locked, safety gates are in place and low level glass is safe. She organises her day according to the children's personal routines. The childminder is also aware of equality and diversity issues. She cares for children from different cultures and ensures their needs are met. The childminder provides toys and books which reflect diversity. She links with parents regarding cultural issues and helps children to understand their similarities and differences.

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

The childminder gathers information about the children in her care from parents and quickly becomes aware of their individual needs. She works with parents to ensure children's individual needs are met. For example, some children have a fear of insects and, after discussion with parents, the childminder encourages them to closely observe small creatures such as woodlice. Children make sound progress and their learning is supported as the childminder offers a range of suitable activities according to their stages of development. The childminder does not make formal plans but continues and builds on children's interests. This proved valuable when children saw a frog in the garden. The childminder extended children's learning by showing them frog spawn in a pond and obtaining books from the library to show their life cycle. She is planning to watch the development of the frog spawn in the pond. Children's knowledge and understanding of the world is

further supported as the childminder provides planting and growing activities. The children make paper pots from newspaper, fill them with soil and push a bean seed into the earth. They understand that the beans need water to grow and they will replant them outside when they have grown tall. This activity also supports children's learning in communication, language and literacy, physical development, problem solving reasoning and numeracy, as well as personal, social and emotional development through turn taking and sharing. The childminder makes some observations and records children learning and development in the Tracker Plus books. These records have not yet been shared with parents. Children make steady progress towards their goals, by taking active and enthusiastic part in activities. They have a positive attitude towards learning and participation through joining together with other children. Children are encouraged to decide what they want to do or play with. They are encouraged to share the equipment and this is challenging for some young children. The childminder sets rules and strategies for dealing with behaviour management issues and ensures she discusses these with the parents.

The childminder takes appropriate steps to help the children feel safe. She has some rules for safety including not running on the slippery kitchen tiles. Children are reminded about these rules as necessary. The childminder supervises the children at all times and regularly checks the baby sleeping in the next room. Children develop skills for keeping themselves safe while out and about by learning how to be safe when crossing roads. However, risk assessments for the home and outings are not completed in writing, and reviewed regularly as required, and therefore children's safety is compromised.

Children understand and adopt healthy habits through appropriate and thorough routines. For example, children are aware of the need to wash their hands following using the toilet or doing gardening activities. The childminder talks to them about using soap to remove germs. Children have individual hand drying towels. They talk about washing their hands and proudly tell the childminder they have dried themselves on their own towel. The childminder follows appropriate hygiene routines when changing nappies. Children make choices about what they eat or drink. They are offered a biscuit or breadstick for morning break. They have water or juice drinks. The childminder provides healthy, balanced, lunches of sandwiches, raisin bread, chicken, yoghurts and fruit. Later in the day and after school children enjoy rice cakes or fruit snacks. Children develop a healthy lifestyle through daily physical exercise. They benefit from physical play inside and outside in the garden. Children crawl through a tunnel in the hallway and make bubbles with a large circle and wand outside in the garden. They join in gardening activities as the childminder has an allotment which they visit regularly. The childminder keeps parents informed about any accidents and has the necessary first aid training.

Children develop skills for the future as the childminder supports their development in all areas.

Children's ability to apply skills in communication, literacy, and numeracy mean that they are suitably prepared for transition to school or other childcare provision.

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?	4
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	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	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	4
The extent to which children adopt healthy lifestyles	3
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:

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) 02/07/2010

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 (Suitability and Safety of Premises and Equipment) 02/07/2010