

Inspection report for early years provision

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Inspection date	09/06/2010
Inspector	Amanda Shedden
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 first registered in 1998. She lives with her two adult children in Hatch Warren near Basingstoke, Hampshire. There is a fully enclosed garden for outside play and the family have no pets.

The childminder is registered to care for a maximum of six children under eight years. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age group on a part time basis. In addition she also cares for older children before and after school.

The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled at the childminders. All children are fully included and their needs met as the childminder knows the children very well. The childminder has a good understanding of child development enabling children to make satisfactory progress however, her understanding of how to make links to the early learning goals is limited. The childminder has assessed her practise and is aware of the need to improve her knowledge to enable her to further enhance the provision 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:

- put in place 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 (Suitable premises, environment and equipment) 09/07/2010

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

- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation
- continue to develop the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement

- continue to develop systems to further incorporate parents comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis

The effectiveness of leadership and management of the early years provision

The childminder has an understanding of safeguarding and how to keep children safe. All adults in her home have been vetted and she ensures she fully supervises the children at all times. The childminder has an understanding of the procedure to follow if she had concerns about a child and the parents are aware of her safeguarding responsibilities through discussion and written policies. The childminder ensures that all areas the children use are safe however, there is no written record of risk assessments and this is a breach of the Early Years Foundation Stage requirements. All necessary written permissions are in place and the policies and procedures she has created supports her practise.

The childminder has assessed her practise and has made some changes for instance, she has made the environment more child friendly by putting photographs of the children up and structured her resources so they are grouped into areas of development. She has identified that her knowledge and understanding of the early learning goals is limited and is undertaking training in childcare and education to increase her knowledge and skills.

Children have access to a range of resources that are appropriate to their level of development, the childminder rotates them regularly to ensure that children remain interested and engaged. This is a fully inclusive setting where all children are acknowledged as individuals and their needs met through the knowledge and positive interaction of the childminder.

At present the children do not attend any other provision however, the childminder is aware of how important it is to have a positive partnership with other providers of the Early Years Foundation Stage. The partnership with parents is positive, she has been caring for many of the families for several years and she has a good understanding of their needs. Information is exchanged daily to ensure that there is continuity of care and parents are fully aware of the experiences their child is having each day. However, they are not fully involved with their child's learning on a regular basis nor do they contribute to their child's next steps in learning.

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

The childminder has a good knowledge of child development but is unable to link that knowledge to the early learning goals. Observations and planning are not across the six areas of learning but is linked with the children 's interests and their level of understanding. For instance when playing with the shape sorters she differentiates the activity according to the ability of each child to ensure that they are either consolidating their learning or progressing onto a new shape.

Children feel comfortable and at ease in the childminders home. They share the time of the childminder who sits and plays with them encouraging them to engage in the activities. Whilst undertaking activities such as using the small world resources to take a train journey the childminder's positive interaction ensures that the children are contributing their ideas by asking open ended questions. The praise and encouragement received from the childminder increases their self-esteem and confidence.

Children feel safe with the childminder; they give and receive lots of cuddles and praise, they have lots of fun laughing and giggling and are confident to ask for things they want for instance to do the puzzles. Children are made aware of the house rules through discussion and example. They respond positively to a special rhyme about sharing and playing fair that they sing if they find sharing difficult. They have practised the evacuation procedure ensuring they would know what to do if an evacuation was needed.

They are beginning to learn about healthy lifestyles. Paper towels are used to dry their hands minimising any cross infection. They are supported to be independent in their self care skills such as recognising when they need the toilet or learning to feed themselves. The childminder offers them a range of healthy snacks and she ensures that the meals the parents have provided are stored appropriately. Each day they have access to fresh air as they walk to school, in the garden or visiting a local park.

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:

- put in place 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) 09/07/2010

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 on the Compulsory Childcare Register 09/07/2010