

Inspection report for early years provision

Unique reference number	150854
Inspection date	27/07/2010
Inspector	Marilyn Joy
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 2010

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 has been registered since 1998. She lives with her husband and two teenage children in a house in the Eastleigh area of Hampshire, which is close to local schools and shops. All areas of the property are available for childminding. Downstairs provides the play space and includes toilet and washing facilities. There is a fully enclosed garden for outdoor play. The family have a dog.

The childminder is registered to provide care for six children from birth to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll who attend part time. All of these children are in the early years age group.

The childminder has a relevant childcare qualification and 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 comfortable and at ease in the relaxed home environment where their good health is promoted and they can move around confidently and safely choosing what they want to do. Positive relationships are forged with parents, which contributes towards children's confidence in their environment, although partnerships have not been established with all settings children attend. The childminder has made clear progress since the last inspection to ensure the requirements of the Early Years Foundation Stage are met. She is dedicated in her care of the children and is beginning to consider systems to help her review and develop her practice. Children make sound progress in their learning and enjoy their time with the childminder.

What steps need to be taken to improve provision further?

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

- develop arrangements for working with all settings children attend in order to ensure continuity and coherence in their care and education
- continue to develop evaluation processes in order to identify priorities for further development that will improve quality in all areas of the provision and support children's progression towards the early learning goals
- review fire safety arrangements to ensure the fire blanket is easily accessed should it be required.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has an appropriate understanding of child protection issues and knows what to do if she has concerns about a child in her care. She has conducted risk assessments of her home and for outings, which helps her to ensure potential risks are minimised through the use of safety equipment or procedures. For example, she is extremely vigilant in ensuring the front door is secured to prevent children from opening it and leaving the premises. Fire drills are regularly conducted so that children can be evacuated quickly in the event of a fire. Smoke detectors are checked to make sure they are in working order and there is a fire blanket in the kitchen, although, it is not fitted to the wall to ensure it can be accessed easily should it be required. The garden is mainly paved and in order to help keep children safe when playing on equipment, such as the trampette and small climbing frame, the childminder accompanies them.

Since the last inspection outcomes for children have improved. The childminder has attended some training and liaised with the local authority to improve her practice. She has completed a first aid course which has provided her with up-to-date knowledge should a child have an accident and procedures for responding to safeguarding concerns and complaints are improved. The childminder has developed an action plan to assist her in addressing key weaknesses, but has not yet extended this to ensure all aspects of her practice are evaluated so that areas for further development are identified and addressed.

Positive relationships are developed with parents. They are provided with a range of information about the service offered and ongoing discussions with the childminder enables details about children's activities and daily care to be exchanged. This helps the childminder get to know children and parents well, in order to ensure their individual needs are met and parental preferences followed. All the required documentation relating to children's health and welfare is in place and well-organised. Written parental consents are obtained for taking photographs and emergency care, although some arrangements, such as for overnight care, are agreed verbally rather than confirmed in writing. The childminder liaises with the schools children attend, but has not been proactive in developing partnerships with pre-schools in order to promote continuity and coherence in their care and learning. Children have access to a wide range of resources which are easily accessible, clean and in good condition. A good balance of indoor and outdoor play is offered through the provision of varied activities and outings. Additional equipment, such as booster seats and step stools, means that all ages can participate and be included.

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

Children are enthusiastic in their play. They are eager for the childminder to join in and benefit from the support she offers, particularly when it helps them to play

cooperatively, take turns and share. Relationships with the childminder are extremely positive and demonstrate how safe and secure children feel with her. Clear boundaries help children understand what is expected of them and behave well. They confidently tell her when they are hungry and toddlers indicate when they would like a drink. They know where toys are stored, which enables them to make choices about what they want to play. Older children set up a game of 'pairs' but when they find it difficult to follow the rules they know they need the childminder's help. She enthusiastically joins in and by providing a booster seat at the table ensures toddlers are not left out.

Children enjoy a range of experiences which cover all areas of their development and they make satisfactory progress in their learning. They make cakes, create their own collages, build train tracks and develop their own storylines when dressing-up. The childminder is beginning to link observations of children's activities with the areas of learning and, from the information gathered, identify their next steps for learning. Activities are then planned to enable children to work towards achieving them. For example, the childminder observes a child's interest in insects and the natural world so she plans a visit to feed the ducks at the park and a trip to the library to look for books on the same subject. Some opportunities are missed to extend children's learning because the childminder is not fully confident with the early learning goals and has not developed effective systems for self-evaluation to help her identify where improvements can be made. For example, toys are organised into different boxes, but as these are not labelled children are not encouraged to become aware that text has meaning or become familiar with the shapes of words or letters.

Regular outings extend children's experiences and provides them with opportunities to explore their local environment or go on a train to travel further afield. Visits to adventure play sites and to the park enables them to develop their physical skills in using a wide range of equipment and increase their understanding about the importance of regular exercise and play in the fresh air. Good hygiene habits are encouraged and children are familiar with routines for washing their hands before meals and using tissues to blow their noses. Children develop confidence and independence indoors because they can move around freely in the safe and secure environment provided. They receive lots of praise and encouragement, which boosts their self-esteem.

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	2
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

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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----