

Inspection report for early years provision

Unique reference number	113255
Inspection date	23/02/2011
Inspector	Coral Hales
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 registered in 2000 and lives with her husband and two children aged 15 and 10 in Fareham. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The whole of the bungalow is used for childminding and there is a fully enclosed rear garden available for outside play. The childminder is registered to provide care for six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three in this age group. She also minds three other children.

The childminder is a member of the National Childminding Association and takes the children to toddler groups on a regular basis. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a developing knowledge and understanding of the requirements of the Early Years Foundation Stage. She promotes children's care and welfare satisfactorily, although she is not aware of all the legal requirements that must be met. Children are welcomed into a caring and homely environment and she effectively listens and responds to the children and their families. Therefore, they settle well and a fully inclusive service is provided. Children are offered a variety of fun and developmentally appropriate experience that help them to make steady progress in all areas of learning. Friendly and effective working partnerships have been established with parents and others supporting the children. Her systems for self-evaluation are not yet sufficiently robust to ensure that gaps in the provision are identified. However, the childminder demonstrates the ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and welfare) 17/03/2011
- maintain a written record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Safeguarding and welfare) 17/03/2011

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

- develop knowledge and understanding of the Local Safeguarding Children Board guidance and refer to this in your policy
- develop the complaints policy so that it gives the parents relevant information including the regulator's address and contact details
- develop the observation system currently in place to ensure that children's next steps in learning are clearly identified

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a satisfactory understanding of her duty to protect those in her care, and some documents are in place. However, she has a limited knowledge of the guidance issued by the Local Safeguarding Children's Board and her written policy does not contain all required details. The childminder completes daily visual risk assessments, and outings are considered with risks being identified and noted. However, the required written record is not maintained.

Friendly and informal relationships exist with parents and they are made to feel very welcome. They exchange important information about the children and she asks them about home routines and personal needs so that she can provide consistency of care for the children. Links with others continue to develop. Policies and procedures are shared, most of which contain relevant and required details; however, prior written consent to administer medication is not maintained.

The childminder has a general awareness of her strengths and weaknesses, although systems for evaluating practice are in their infancy. She demonstrates that she is keen, and has the capacity, to maintain continuous improvement. Satisfactory progress has been made relating to recommendations given at the last inspection

Children are welcomed into a caring and homely environment and she effectively listens and responds to the children and their families. Therefore, they settle well and a fully inclusive service is provided. Resources are colourful and sufficient, and children are interested and active learners, and have space to play and move around freely. Children are able to be fully independent in their choices.

Children develop some awareness of their personal safety because the childminder provides opportunities for them to practise the evacuation procedures. She has suitable systems in place to ensure the safety of the children when out in the community and when using the car.

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

Children benefit from the positive relationships that they have developed with the childminder and other children in the setting. This supports their sense of belonging, security and well-being. The childminder demonstrates a sound knowledge of child development and the children in her care. Their likes, dislikes and interests are known and considered when planning experiences and organizing resources. Planning is flexible to enable the childminder to continue with children's familiar daily routines, for example, school runs and younger children's sleeping requirements. She has started to observe children during play and has begun to build up progress records for individual children. However, these are at an early stage and do not clearly link to the expectations of the framework and do not identify children's next steps. However, regular communication with parents ensures that children's care routines and individual progress are shared. Children's files contain lots of photographs showing them enjoying activities, and these enable parents to observe their child's learning experiences.

Experiences are varied and include for example, board games or construction resources that the older children really enjoy. Children sit together and have fun with Mr Potato Head and then role play with the interactive cooker, bringing the inspector food that they have cooked. The childminder demonstrates that she is able to support the older children whilst providing and setting out interesting and colourful developmentally suitable toys for the younger child. For example, whilst the older children sit and colour, the younger one is given pots to play with and then crawls off to investigate an interactive musical toy, pressing buttons with confidence. The childminder is close by to support and extend learning. Children take part in activities that support their development of future skills. They enjoy taking part in conversations with the childminder who listens with interest to what they say. She asks the children questions that encourage them to recall and express their feelings and thoughts. For example, while they sit together colouring they talk about previous visits into the community and all remember one of them getting very muddy in a big puddle. Children are keen to go into garden and put on coats and boots because it is raining. Then, armed with an umbrella, they go out to play. Language skills are well developed and one of the younger children says 'I have my umbrella to keep me dry'. They play well together with the older ones teaching the younger ones how to spin the umbrella on the ground. Outside play is very much a favourite activity and some children had to be persuaded to come in for lunch. Regular use of the garden enables children to develop a positive attitude to exercise and to enjoy being out in the fresh air.

Children visit toddler groups to develop their social skills and learn about the local and wider world. Routine daily tasks help support children as they begin to develop suitable toileting skills. Children have their dietary needs met because the parents provide light snack lunches. The childminder promotes healthy eating and provides suitable snacks, e.g. bread sticks or fresh fruit, and drinks are freely available.

The childminder helps the children to learn how to manage their own behaviour. For example, when using the pens one of the younger children wants them all;

sensitive guidance helps them to learn how to share and take turns. Children behave well and become aware of the boundaries set by the childminder.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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	3
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	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 report (Safeguarding and welfare) 17/03/2011

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 report (Safeguarding and welfare) 17/03/2011