

Inspection report for early years provision

Unique reference number	EY349001
Inspection date	23/02/2011
Inspector	Marilyn Joy

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 2007. She lives with her partner and their school age child, in a house in Waterlooville. Minded children use the ground floor of the property. There is a secure rear garden available for outside play. The family have two dogs and one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time. The childminder is currently minding two children in the early years age group on a part-time basis. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a caring and welcoming home environment where children are happy and settled. Positive relationships are developed with the children and their language is consistently encouraged, however, there are few resources to ensure they are challenged and extended in all areas of their learning. Most of the regulatory documentation is in place and the childminder has some systems for reviewing the quality of her provision in order to identify priorities for improvement. A clear emphasis is given to promoting children's good health, keeping them safe and working in partnership with parents to ensure their individual welfare needs are routinely met.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the hours of children's attendance is maintained at all times (Documentation)(also applies to both parts of the Childcare Register). 24/02/2011

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

- plan and resource a challenging environment where children's play can be supported and extended to encourage their progression towards the early learning goals
- develop monitoring and evaluation processes to identify priorities for development that will improve the quality of the provision and ensure children's learning is supported and monitored in all areas

- extend the range of resources to provide age-appropriate activities that promote learning in all areas and include positive images that challenge their thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a secure understanding of child protection issues and her responsibilities to protect children in her care. A clear priority is given to keeping children safe and effective risk assessments are conducted for the home and outings. Safety equipment is in place and children have clear boundaries for their play. Most documentation is in place and provides the childminder with the information she needs to assist her in meeting children's individual health and welfare needs. However, attendance records do not always reflect who is present which is a breach of the regulations. Children's care is not compromised because the childminder is fully aware of who is present in case of an emergency. Smoke detectors fitted and regularly checked, and evacuation procedures are practised so that in the event of a fire they can leave the premises quickly and safely.

At the last inspection recommendations were raised to improve the record keeping. As a result, the childminder has improved her emergency arrangements so that she is fully aware of parent's wishes should a child have a serious accident. The childminder is keen to develop her provision and is currently working towards an early years qualification. She has conducted a general review of her childcare provision and has identified some areas for further improvement, such as planning activities and her day. However, her systems are not sufficiently thorough which means she has not identified that there are few resources to challenge and extend children's learning or raise their awareness of the diversity of society. Overall, children make satisfactory progress in their learning because of the positive interactions with the childminder and the encouragement they receive. The safety and security of the premises means they can move around freely as they play.

Positive relationships are developed with parents which is evident in how confident and secure children are with the childminder. Parents are well-informed about the service provided and the daily care their children receive through a variety of written documents and daily discussions. They have opportunities to view their child's records and discuss their child's learning. Questionnaires are used to gather parent's views so that the childminder can improve the quality of the care she offers and ensure parents satisfaction. Feedback is positive with parents commenting on how much the children enjoy coming and the progress they are making, particularly with developing their language. The childminder is aware of her responsibility to develop partnerships with other settings children attend and work with other agencies to ensure individual needs are appropriately met.

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

Children are confident and at ease with the childminder. They enjoy her involvement in their play and benefit from the encouragement they receive. Children's language and counting skills are routinely encouraged. For example, at snack time children count out how many pieces of fruit they have and during craft activities they are beginning to identify colours and describe what they are doing. Good manners are promoted and children soon learn to say please and thank you. Young children begin to play cooperatively together and take it in turns to get inside a large cardboard box and pull it around. They share the till and the telephone and the childminder encourages them to develop pretend conversations. However, she does extend and develop children's learning by adding, for example, additional resources to create a shop with items to buy. Children have some opportunities to develop their independence and make choices about what they want to play because some are at low level and easy for younger children to reach. However, there is not always a wide range available which means children are not consistently and appropriately challenged in all areas of their learning. For example, there are puzzles for more able children but no peg or simple puzzles which are appropriate for younger children. The childminder is beginning to observe the children and identify their next steps for learning but is not always using this information effectively to plan activities and experiences to support their progression. Children enjoy their time with the childminder. Toddlers enthusiastically sit at the table and tear up tissue paper to decorate a box. They begin to name the colours they are using and eagerly imitate the childminder and say 'tap, tap' as they fix the paper to the box with glue.

Children's good health is positively encouraged because the childminder has a clear knowledge of individual health and dietary requirements. Walks and visits to the park mean they have daily fresh air and opportunities to develop their physical skills and gain control over their bodies. Children benefit from the good hygiene routines consistently followed by the childminder. They are helped to understand about the importance of washing their hands themselves and the use of step-stools mean they can become independent in managing their own personal hygiene. Healthy snacks are offered and children are encouraged to try different foods. Clear boundaries are set so they know they need to sit at the table when they are eating. They each have individual place mats with their names and hand prints. Children demonstrate a strong sense of belonging to the setting. They respond well to the childminder who encourages them to develop a clear understanding of staying safe. They are shown how to use tools and equipment safely and when going for walks they learn about road safety and where it is safe to play. Regular fire-drills help them to become familiar with emergency routines and the childminder to practise leaving the house quickly.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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). 24/02/2011

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 section of the report (Records to be kept). 24/02/2011