

Inspection report for early years provision

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Inspection date	28/02/2011
Inspector	Lilyanne Taylor
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 1994. She lives with her husband and two adult children in a semi-detached house situated in a residential area of Stubbington, Hampshire. The whole of the premise is registered for childminding; however, the childminder chooses to use only the ground floor. There is a fully enclosed garden available for outside play. The family keep four cats as pets.

The childminder is registered to provide care for a maximum of six children under eight years at any one time; of these no more than three may be in the early years age range. Currently the childminder has 10 children on roll; of these three are in the early years age group. Care provided for children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

During term time the childminder operates Monday to Friday from 7.30am to 5.30pm. During school holiday periods she operates Wednesday, Thursday and Friday from 7.30am to 4pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an environment where all children and their parents are given a warm welcome and valued as individuals. She is fully committed to her ongoing professional development; training she has completed has enabled her to embrace the Early Years Foundation Stage and implement this successfully in her practice. The childminder uses the knowledge she has of children well to ensure all their individual care needs are met and their learning and development progressed. Most welfare requirements are met and most policies and procedures are implemented effectively.

What steps need to be taken to improve provision further?

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

- ensure the daily record of children looked after on the premises includes all children present and their hours of attendance (Documentation) 01/03/2011

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

- practise the procedures for evacuating the premises in the event of a fire with all children keeping a record of the problems encountered and how they

- were resolved
- establish systems for working in partnership with other Early Years Foundation Stage providers children attend.

The effectiveness of leadership and management of the early years provision

The childminder has sound knowledge of the procedures she should follow if abuse of a child were suspected. She shares her written child protection policy with parents so they are aware of the duty and responsibility she has to protect children in her care. All persons living in the household aged over 16 years have had their suitability to be around children verified. Daily records of children's attendance do not always show who is actually present. This is a breach of welfare requirements. Risk assessments carried out for the premises ensure potential hazards children are exposed to are identified and acted upon. Assessments made for outings ensure children are kept safe at all times.

The provision is well organised to encourage children to freely play while still being under the childminder's close supervision. Resources are arranged so as children are able to easily and independently access them.

The childminder builds on children's natural curiosity of some aspects of the diverse world in which they live through discussion. For example, when children ask, she explains clearly why some people with disabilities need extra support.

The childminder reflects on her practice and this has helped her to highlight her strengths and some areas for development. However, a recommendation raised at the last inspection with regards to practising the emergency evacuations has not been effectively addressed. As a result, not all children are aware of the procedures they should follow. The childminder has attended various training courses which has had a positive impact on the good outcomes provided for children. Her plan for the future is to continue attending training to ensure her knowledge of childcare and child development remains up to date.

New children are supported to settle quickly. Flexible settling-in procedures are offered based upon the individual needs of children and those of their parents. Parents receive and sign their acknowledgement to the wide range of well-written policies and procedures the childminder works to so they are aware of the care and education they can expect their children to receive.

Children benefit from the clear lines of communication the childminder has with their parents. She uses the information shared to adapt routines and plan activities that support and meet all children's needs. Through feedback at the end of the day, parents are kept very well informed of how their children have spent their time, the care they have been provided and any achievements they may have made through their play. If parents wish this information is also able to be written into a daily home contact book. Parents express they are highly satisfied with the care their children are provided, and that their children are cared for by a trusting reliable childminder in a safe, secure environment.

Some children do share provision with other Early Years Foundation Stage providers. However, at this time the childminder has not yet established a system for working in partnership with them. As a result, she is not able to be fully assured that all children's education is being continuously supported.

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

The childminder observes children while they play and has good knowledge of their capabilities while they are in her care. A record of the progress children are making is kept. This clearly shows what children have achieved and what they are still working towards, achieving across all areas of their learning and development.

The childminder's effective verbal interaction is supporting children to develop their communication and language skills. Her interaction with the children while they play enables their learning and concentration to be extended and supports them to make good progress in all areas of their learning. Children show they have a good relationship with the childminder and enjoy sitting with her for a cuddle or to listen to a story being read.

Children's behaviour is good; they are kept fully occupied and engage in a wide range of activities that they find interesting and stimulating. They are encouraged to be polite and to use words such as please and thank you. Children are able to make their own choice of toys they wish to play with and they assist the childminder in tidying them away. Through their attendance at local toddler groups and a Sure Start centre they are beginning to get used to being in a larger environment and to socialise with other adults and children.

Children play together well and like to share what they are doing with adults around them; they talk about the animals they are playing with and show how when they turn the dial on a toy it plays music. While looking at books with the childminder, children are beginning to sound out the initial letters to some words and correctly identify colours they see. Children are encouraged to count during everyday routine activities and some are able to count up to 10. They have access to positive images of diversity in their books and toys and learn about features of their immediate locality during their daily walks to local schools.

Children are encouraged to follow a healthy lifestyle and enjoy many outings to soft play centres and parks. During outings to parks, children have many opportunities to develop their physical skills; they climb ropes, balance on beams, learn how to climb nets and use a range of equipment such as slides and swings.

Information the childminder shares with parents regarding healthy eating helps to protect children from tooth decay. Children enjoy the healthy, nutritious snacks and meals they bring in from home and have access to fresh drinking water at all times, thus ensuring they do not dehydrate. Children are becoming aware of what constitutes good hygiene practice with regards to eating and after toileting or

touching animals. They are encouraged to be independent when feeding and are beginning to put their own shoes on when they go out.

Children are becoming aware of their own safety while outdoors. They are shown how to cross roads safely and know they have to stay within sight of the childminder at all times. However, because some procedures within the home are not implemented effectively and records are not kept as required, children's safety is compromised.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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