

Inspection report for early years provision

Unique reference number	112010
Inspection date	17/02/2011
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 has been registered since 2000. She is registered to care for six children under the age of eight years. At present the childminder cares for five children under the age of eight, all of whom attend on a part-time basis.

The childminder lives with her husband and three children all of whom are in full time education in the Romsey area of Hampshire. The ground and first floors are used for childminding. The family have a pet cat and several small pets.

The childminder attends a local carer and toddler group on a regular basis. She is able to walk to and from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and contented with the experienced childminder who knows the children well which enables them to make satisfactory progress in their learning. The childminder undertakes observations on the children however they are not used effectively to plan further activities. Most safeguarding procedures are in place however there is a breach in regulation. All children are fully included and their needs met. Most information is collected when children start at the childminders. The childminder has evaluated her practice and made some changes that benefit the children

What steps need to be taken to improve provision further?

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

- improve the risk assessment to include everything with which the child may come into contact with including outings and trips
- 28/03/2011

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

- extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development
- analyse your observations to help plan 'what next' for children

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and caring environment. The childminder uses her risk assessments to ensure that the children are safe within the home; however there are no risk assessments in place for when the children are taken on outings and this is a breach of regulation therefore an action has been set. All adults in the home have been fully vetted and the children are always fully supervised. The childminder has a valid first aid certificate meaning that if a child were to have an accident they would be treated immediately and correctly. The childminder has an awareness of the procedures to follow if she had a concern about a child in her care. All necessary permissions are in place and the policies and procedures she has created support her practise.

To develop further the childminder has recently completed a level three course in home childcare increasing her knowledge and skills. She has evaluated her practise and made some changes that benefit the children; she has increased their knowledge as to how to stay safe when crossing roads and ensures resources are out that the children are interested in.

Children have access to a wide range of resources that are suitable for their stage of development that they are able to self-select. They choose which of the rooms to play in and move around the downstairs of the home freely. This is a fully inclusive setting where all children are included the childminder ensures that the children have an equal opportunity to participate in all of the activities.

Partnership with other providers of the Early Years Foundation Stage is satisfactory; discussions take place to support the children although their achievements are not consistently shared.

The relationships with the parents are effective and contribute to the child's well being. When children start parents are given information about the childminders practise and they decide between them a settling in period, however the children's starting points are not noted. Verbal information is exchanged each day to ensure that children have continuity of care and parents are aware of the experience their children are having. They are aware of the observations taken on their children and they decide together the child's next steps. Parents appreciate the care and range of activities the childminder offers their children.

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

Children enjoy themselves at the childminders. They have good relationships with her and the other minded children. Observations are taken on the children linked to the six areas of learning however they are not used to assess or to plan further activities to ensure their learning needs are consistently met. Progression of their learning is supported through the day to day routine and incidental activities that take place. However the childminders individual knowledge of each child enables

her to support their learning through their play.

Children are offered a balance of adult and child-led experiences. They attend groups where they learn to socialise with other children of a similar age. Whilst in the home they are encouraged to self-select from the range of appropriate resources or undertake focused activities that the childminder has planned. The childminder sits with the children supporting their development for instance when painting they were encouraged to identify the different colours they were using.

Children enjoy role play games dressing up in builder's clothes and hard hats, using the tools to fix things or pretend to take down doors or using the play kitchen to make drinks and meals. They use electronic resources turning for instance the key board on and off and pressing the buttons to find different tunes which they dance or march around to. When tired they choose and then sit quietly watching a children's video.

Children feel safe within the home; they use the rooms available to them choosing where to play. They are confident to move round the downstairs of the house or ask for different resources and go to the cupboard where they are stored. They love seeing themselves on the digital photograph frame it gives them a sense of belonging and the childminder encourages them to contribute their memories of the event.

Children are beginning to learn about healthy lifestyles. They are becoming confident in their self-care skills, knowing when they have to wash their hands drying them on their own towel to minimise any cross infection. Each day they have fresh air as they walk to school and the childminder supplies them with a healthy snack each day. They have access to drinks at all times preventing them from becoming dehydrated.

The children get on well together and are learning to share supported by the childminder who talks very clearly to them and reinforces their understanding turn taking and sharing. The childminder has different behaviour management strategies in place depending on the level of understanding of the children.

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	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
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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:	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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