

Inspection report for early years provision

Unique reference number	EY265174
Inspection date	21/03/2011
Inspector	Heidi Abernethy
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 was first registered in 2003. She lives with her husband and their two children aged 11 and seven. They live in Whiteley, Hampshire. The premises are easily accessible and the ground floor is used for childminding with sleep facilities upstairs. Toileting facilities are downstairs. There is a fully enclosed garden for outside play and the family have a pet cat and fish.

The childminder is registered to care for a maximum of five children under eight years. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group on a part time basis.

The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. The environment is organised effectively to enable children to use their independence and develop their self esteem. All children are fully included and their needs are well met. Strong links with parents and carers help to involve them in their children's care and education and they are kept well informed of their children's progress. The childminder has a good understanding of the strengths of her provision and a clear knowledge of areas to continually improve to enhance the outcomes for the children. Most safeguarding procedures are in place, although there is a breach in regulation.

What steps need to be taken to improve provision further?

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

- obtain a current paediatric first aid certificate which is approved by the local authority and consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage to ensure children are treated appropriately in the event of an emergency (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 07/05/2011

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

- update the record of risk assessment to include any assessments of risks for all types of outings and trips
- create methods of working in partnership with other early years settings to further support children's development and progress

The effectiveness of leadership and management of the early years provision

Children are protected by the childminder who has a secure understanding of the procedures to be followed if she has a concern about a child. Risk assessments are in place for the home to ensure children are safe. However, although the childminder has a sound understanding of how to keep children safe on outings and trips, these are not recorded for each and every outing attended. The childminder does not currently have a current paediatric first aid certificate in place, and although she has been actively attempting to secure herself a place on a course, this is a breach in regulations and an action has been set. All required parental permissions are in place and the childminder has a sound understanding of how to complete her medication and accident records. The childminder has policies and procedures in place to support her practice and these are shared with parents.

The childminder has created an inviting and friendly environment for the children. They are able to access toys and resources independently from low level shelving and storage. The childminder rotates the resources on a regular basis to ensure children have different activities to explore and play with. Children's art work is displayed, ensuring they feel valued for what they do and parents are able to see the things their children have been doing. The childminder utilises resources within the local community well, such as borrowing books from the local library that link to themes and activities the children are currently exploring. Children are all fully included by the childminder who treats them as individuals. They learn about diversity within society through a range of resources such as books, puzzles and role-play outfits.

The childminder is dedicated to improving the outcomes for the children in her care and for her provision. She has changed the entrance to her home to give the children and parents more space and to enable her to display a parent's notice board. The childminder demonstrates a good understanding of what she needs to do to further improve her provision, such as attending further training.

The childminder works in conjunction with parents to ensure children receive consistency with their care. For example, she works with parents and continues strategies recommended by local health professionals. The childminder has a basic awareness of how to support children who are within reception at school. However, a two-way flow of information has not yet been fully established between these other early years providers. This does not ensure a collaborative approach is fully achieved with children's achievement and well-being.

The childminder has developed good relationships with the parents. She completes

a diary book for the younger children, which ensures parents are fully informed about their child's day. Children benefit from the good communications between the childminder and the parents. For example, they receive good levels of support with their developing routines and requirements, such as toilet training. Parents are happy with the provision and comment in written references that the childminder 'has established a great bond with my children and always has the time to listen to each child on an individual basis'. Parents are aware of the observations conducted on their children and are able to discuss their child's development and next steps with the childminder. This enables parents to extend their children's learning at home if they wish.

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

The childminder has a good knowledge of the learning and development and welfare requirements within the Early Years Foundation Stage. She effectively uses the Practice Guidance to enable her to track children's progress and plan for their individual next steps in learning. Each child has a learning journey where good quality observations and planning for next steps ensures each child is appropriately challenged by the experiences offered.

Children are happy and settled within the childminder's care. Children develop strong relationships with the childminder which in turn ensures they feel safe and secure. Children's art work is displayed which ensures they feel valued for what they do. Children demonstrate good independence skills, as they freely select which gluing and sticking materials they would like and carry them carefully to the low level table in the playroom. Babies are included well because the childminder enables them to explore the glue and resources with their whole hands. Children receive positive praise and encouragement from the childminder, which in turn boosts their self esteem and confidence.

Children obtain a good understanding about their outside world from real hands-on and visual experiences. For example, they go to the local stream where they collect frog spawn to store in a tank at the childminder's home. They excitedly talk about the frog spawn and inform the inspector that 'it will turn into frogs'. The childminder extends the learning further by obtaining books about frogs from the local library. Children learn about the local community through visits to parks, beaches and farms. She talks to the children about the animals at the farm and encourages them to make the sounds the animals make. Children enjoy moving around the outside environment on move along toys and trikes, and have fun as they make marks with chalks on small chalk boards. Young babies are able to sleep where they feel most comfortable and sleep contently outside in a buggy in the fresh air. The childminder ensures the babies are kept in the shade and have a blanket across them to keep them warm.

Children show a good knowledge about the importance of good hygiene procedures as they show the inspector how they wipe their noses and dispose of

the tissue appropriately. They receive positive praise from the childminder as they hold their hands over their mouths when they cough, which in turn boosts their self esteem and further develops their awareness of good hygiene. Children develop a sound understanding of how to keep themselves safe as they demonstrate to the inspector what they have to do in a fire. They learn what to do in a role-play situation which ensures they obtain the understanding in a safe and non-frightening way. Children learn to hold hands and look both ways when crossing roads on the way to school. The childminder explains to the children the role of the lollipop person, equipping children with the knowledge of how to keep themselves safe.

Children develop a good knowledge of shape and number as they piece together the numbered mats on the floor. The childminder gives praise when children identify the visual number, which in turn fosters children's self confidence and esteem. They have fun counting cars, buses and other vehicles as they walk to and from the local school. Children have a variety of opportunities to make marks as they chalk, use tools to make marks in play dough and colour with crayons and pencils. They love to listen to stories read to them by the childminder who ensures they are all included and able to see the pictures.

Children feel safe with the childminder, which is evident from their behaviour. They move confidently between the rooms and interact well with each other. Young children love to help their younger peers and eagerly help the younger babies by giving them their bottle to hold. They show respect towards each other and for the animals within the childminder's home, showing a clear understanding of being gentle towards the cat. The childminder has created a lovely 'emotions board' which enables the children to talk about their feelings and how their actions might hurt other people's feelings. They are reminded gently of the 'golden rules' and the childminder rewards their good behaviour with praise and encouragement.

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	2

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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 07/05/2011

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 07/05/2011