

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Alison Large
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 registered in 1990. She lives with her husband and two adult children in the Bordon area of Hampshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time, and is currently minding four children in the early years age group on a part time basis. The family have no pets. The childminder attends various groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a warm, friendly home, where the childminder has a good understanding of each child's individual needs. All children are valued and included to ensure none are disadvantaged. Children enjoy a range of learning experiences both inside and outside the home. However, the childminder has not developed a good knowledge and understanding of the Early Years Foundation Stage framework to ensure children's learning and development needs are being fully met. Systems for monitoring and evaluating the provision have not yet been put in place to ensure continuous improvement, and to ensure gaps in the provision are identified.

What steps need to be taken to improve provision further?

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

- complete an appropriate paediatric first aid course (Safeguarding and welfare) 05/05/2011
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 27/04/2011

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

- develop systems of observation, assessment and planning to fully support children's learning and development
- develop the system for seeking information from parents about the children's development as a starting point for their learning journey and implement an

effective system to identify the next steps of learning and development for each child

- increase knowledge and understanding of the early learning goals and the learning and development requirements within the Early Years Foundation Stage
- develop further use of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder provides children with a warm and welcoming environment, where they feel safe and secure and their emotional well-being is promoted. The childminder supervises children at all times and has systems in place to ensure children are appropriately safeguarded. She has an understanding of the procedures to follow should she have any child protection concerns about a child and is aware of her role and responsibilities. She carries out visual risk assessments throughout the home, garden and on outings. However, she does not keep a record of the risk assessments as required, to use as a working document. Equality and diversity are promoted well. Children with special needs and English as an additional language are well supported. Daily routines ensure that children have opportunities to play both indoors and outdoors. The childminder has organised her home well, to enable children to move around freely and they are able to select some resources for themselves.

The children benefit from the good relationships forged between the childminder and their parents. She has a good knowledge of the children in her care, which she gains as she and the parents complete contracts and registration forms. They also discuss the child's routines and achievements at the end of each day when parents collect their children. She has good links with the local pre-school that some of the children she cares for attend, to ensure information is shared. Children's welfare is promoted by the keeping of most necessary records, such as accident and medication records. However, at present the childminder has no systems in place to monitor her practice, to ensure any areas for development are highlighted; for example, her first aid certificate has expired, which is a breach of regulation, and the childminder was unable to access the relevant training in time to keep it updated, which means children's health is compromised. The childminder has fully implemented her recommendations from the last inspection, but has not attended any training in the last few years to learn about the new inspection framework or further develop her skills, to enable continual improvement to her setting to take place.

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

Children thoroughly enjoy their time with the childminder as she gets to know each child well, and meets their individual needs. Younger children are making progress in some areas of learning and development, but the childminder has not yet developed a sound knowledge of the six areas of learning and planning is not developed to target specific areas. As a result, children's learning is coincidental and their full learning potential is not fully extended. Children are confident with the childminder and her family and actively seek out their attention, whether to play games or to cuddle up together to read a story. Observation and assessment records have been started for each child, however, the starting points and next steps in children's learning and development are not yet in place, to ensure areas for children to develop further and be challenged are being identified. Children are becoming confident in using their language skills, and chat happily to the childminder during their play. They enjoy some adult led activities but can also initiate their own play, for example, during the inspection the child played very happily with the small world people making up his own games and using his imagination, and the childminder had also planned a play dough activity for later in the morning. The childminder attends carer and toddler groups with the children, where they are able to mix with others and develop their social skills.

Children play and learn in a safe and secure environment, smoke alarms are fitted and the children practise the emergency evacuation procedure. They learn about keeping safe and know to hold the buggy when out on walks, and are learning about road safety when crossing roads. Healthy meals and snacks are provided in accordance with the parents wishes, and drinks are readily available throughout the day. The children learn about good hygiene routines as they are encouraged to wash their hands after using the toilet and before eating. Children behaviour is good, they get on well with each other and the childminder implements appropriate behaviour management strategies to encourage good behaviour. Children are praised and encouraged by the childminder and are secure and settled, and develop a sense of belonging. All children are welcomed into the setting and learn to share, take turns and to value each other.

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	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:

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 (Safeguarding and welfare) 05/05/2011

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 (Safeguarding and welfare) 05/04/2011