

Inspection report for early years provision

Unique reference number	150848
Inspection date	14/06/2011
Inspector	Cathy Hill
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 2001 and lives in a three bedroom semi-detached property in Farnborough, Hampshire. The childminder works mainly with another childminder (unique reference number 112777) at her home also in Farnborough. Minding takes place on the ground floor of the property, with toilet and sleeping arrangements on the first floor. Children have supervised access to the rear garden. The premises has cats and a parrot. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age group. When working with another childminder she may care for up to 10 children under eight years, with no more than six children in the early years age group. She is currently caring for six children in the early years age group. She also offers care to children aged over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is kind and caring and provides a child-friendly home environment in which children can safely play and learn. Children are happy and settled and have positive relationships with the childminder, who sensitively supports their play. The childminder has a range of documentation to support most areas of her practice. She is, however, in breach of welfare requirements as not all required documentation is in place for all children and she has not maintained a current first aid certificate. The childminder has made some improvements to her practice since her last inspection and her capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure written parental permission to the seeking of any necessary emergency medical advice or treatment in the future is obtained for all children (Safeguarding and welfare)-The requirements of The Early years foundation stage 29/06/2011
- ensure a current paediatric first aid certificate is held (Promoting good health)- The requirements of The Early years foundation stage 29/06/2011

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

- improve children's development records by recording their next steps in learning in all areas
- develop self-evaluation systems, for example, by using Ofsted's self-evaluation form as the basis for an ongoing review of practice.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder. She closely supervises them as they play and has a written child protection policy to support her practice in this area. She has risk assessed the areas used by children to ensure they can play safely. She understands the importance of obtaining written parental consent to the seeking of any necessary emergency medical advice or treatment for children but does not have this in place for all children in her care. The childminder has previously held a current first aid certificate and is aware of the procedures to follow to treat children with minor accidents. She has not, however, updated her training in a timely manner to ensure a current certificate is held although, she is currently attending a course to update her certificate. Children are happy and relaxed and confidently approach the childminder for support showing they feel safe in her care. A good range of age appropriate resources are easily accessible to children both indoors and out in the garden. Resources promote skill development in all areas and children actively explore a variety of toys as they move freely around the minding areas. The childminder treats all children with equal concern and ensures children have equal opportunities to access toys as appropriate to their age and stage of development.

The childminder works positively in partnership with parents and others involved in children's care and education. She keeps parents informed about their children through a daily verbal exchange of information. All the childminder's policies are shared with parents and there is a notice board for parents displaying information, such as the childminder's complaints procedure. The childminder has no formal self-evaluation system but seeks feedback from parents through discussion. Since her last inspection she has introduced learning records for children which link to the Early Years Foundation Stage framework. The childminder has no specific targeted plans for improvement but identified that she would like to keep improving and keep up to date with all changes.

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

Children enjoy themselves in the childminder's care and play amicably alongside each other. They are allowed to follow their own interests which reduces the incidents when they may feel frustration. They have access to a balance of free play and adult planned activities and are making good progress with their learning and developing their future skills. The childminder has created learning records for all children which include observational evidence of their achievements linked to the different areas of learning. She refers to the developmental stages in the Early Years Foundation Stage guidance to plan children's next steps in learning.

However, she does not record children's next steps in each learning area within their learning journey books. She sits to play with children at their level and helps to develop their knowledge and vocabulary, for example, by naming a duck in a book, children look at. Children watch as the childminder demonstrates how to press a pad on an interactive book to make a squeaky sound before being encouraged to press the pad themselves. They develop an awareness of numbers as the childminder counts as she taps the buttons on a musical toy. She repeats the actions and counting to reinforce the sequence of numbers. Very young children move swiftly across the floor and stop to investigate construction pieces, babbling merrily away to themselves as they feel the different shapes. Their emotional well-being is well supported by the childminder who provides cuddles and gentle conversation. Children chuckle with glee as they lay on their backs while the childminder playfully tickles them. Older children confidently decide to engage in role play and have fun using the small world ironing board and iron to iron the dressing-up clothes. They eagerly make a card for their father and carefully write in the card, with the childminder supporting them and reinforcing letter names and shapes. Children learn about the wider world through outings with the childminder, for example, to the park and strawberry picking. Children behave well as they are engaged and occupied with learning through play. They learn how to keep themselves safe through taking part in practises of the childminder's fire drill. On outings the childminder reinforces road safety procedures with children. The childminder works in partnership with parents to meet children's dietary requirements, providing healthy snacks, such as fruit or cereal bars. Children can play indoors or outside in the garden, where they have access to a good variety of toys to help develop their physical skills. They play in a clean home environment and their needs are met by the childminder. Children are settled for a sleep when tired and are kept clean and comfortable during the day.

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	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	3
The effectiveness of partnerships	2
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	2
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	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 (Promoting good health) 29/06/2011

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 (Promoting good health) 29/06/2011