

Inspection report for early years provision

Unique reference number	EY421264
Inspection date	07/07/2011
Inspector	Judith Reed

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.

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Description of the childminding

The childminder registered in 2010. She lives with her partner and their young child in South Wonston, near Winchester in Hampshire. The property is close to schools, shops and parks. Minded children have access to all areas of the home. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years old at any one time, no more than two of which may be in the early years age group. She is currently caring for two children in this age range. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and a pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are familiar with the environment and the childminder knows them well. She meets their individual needs and ensures equality and diversity are satisfactorily promoted. The childminder takes some steps to keep children safe, however further actions are required. She evaluates her childminding and plans ongoing improvements, therefore ensuring continuous development of the childcare provision.

What steps need to be taken to improve provision further?

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

- request written parental permission, to seek emergency medical advice or treatment for all minded children (Safeguarding and promoting children's welfare) 01/08/2011
- ensure fire blanket is in full working order (Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose) 01/08/2011

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

- prevent cross-infection by providing individual hand drying towels for children, and wearing gloves for changing minded children's nappies
- develop communication with parents/carers, and share individual children's

- learning journey records
- build a framework for partnership working with other providers.

The effectiveness of leadership and management of the early years provision

Children are partially safeguarded as the childminder is aware of the procedures to follow, if she has any concerns about the children. She also carries out risk assessments around her home, garden and for many different outings. Daily check lists are employed to further ensure children's safety and ensure that the front door is secure, and that stair gates and socket covers are in place. However, the fire blanket is not fixed to a wall and is therefore, not suitable to be used in an emergency situation. Also, the childminder does not hold the necessary written consent, for emergency medical advice or treatment for all minded children. This is a breach of requirements. All adults living in the home have completed suitability checks. The childminder keeps appropriate records of attendance, medication administration and accidents, which parents/carers sign as required. She also has parents/carers complete documentation giving contact information. Daily verbal feedback is given to parents/carers regarding food consumed and nap times.

The childminder does not share the children's individual learning journey records with their parents/carers. Therefore, they are not fully involved in their children's development. The childminder states she is prepared to work with outside agencies, to support the children and ensure their individual needs are met. She does not build links with the pre-school, which one child attends, to share information and ensure continuity of development.

The childminder has an adequate understanding of equal opportunities and has a policy in place. She provides a few toys and books which reflect diversity. Also, some posters around the home show children from other cultures, and a sign demonstrates sign language signals for parents/carers. The childminder takes steps to ensure all children achieve their full potential, by getting to know every child and meeting their individual needs. Children help themselves to a wide range of resources and toys from low-level shelves. They move around as they choose, making choices and helping themselves. The childminder provides toys which reflect all six areas of learning. The small garden is used for activities such as, experimenting with gloop and painting.

The childminder evaluates her childminding provision, and has some awareness of the improvements required. She plans some further training to help improve outcomes for children. Continuous development of the childminding provision is also planned, through building professional relationships with parents.

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

Children are busy and enjoy their time with the childminder. She sits with them and joins in their activities. For example, the childminder talks to them about their play activities as they sit on the floor together. She asks questions to make them think such as 'Where is the blue flower?'. She supports children's communication and language development, by talking to them and repeating the noises they make. The childminder meets children's individual needs by offering a choice of activities, and helping children experiment with the toys. She supports children in finding different activities, as their attention span is short. Parents/carers come with their children for introductory visits. At this time, the childminder finds out about children's development and individual needs. The childminder is aware of the children's stage of development and reads a story to them, regarding potty training. This helps children to begin to understand about using a potty and wearing pants instead of nappies. The childminder keeps detailed observation and development records of the children. She notes their ongoing development and plans their next steps therefore, enabling their further learning.

The childminder prepares healthy and nutritious meals and snacks for the children. She makes every effort to ensure they have fruit and vegetables at snack time, as well as during meals. Drinks are available throughout the day. The childminder holds an appropriate first aid certificate. She follows some suitable procedures when changing nappies, although gloves are not worn and therefore children are not fully protected from cross-infection. She washes her hands and cleans the mat between changing each child. Children are encouraged to learn appropriate habits, and wash their hands following nappy changes. However, individual hand drying towels are not available and therefore, children remain at risk from cross-infection. Children are active and learn the benefits of physical activity. This is because the childminder encourages their physical play, and is well aware how much they like to run freely in the park. Children develop suitable skills for their future lives, as the childminder introduces interesting activities, such as cooking. This particularly helps develop problem solving, reasoning and numeracy through weighing and measuring.

Children begin to feel safe as the childminder helps them to learn to cross roads and keep themselves safe, whilst they are out and about. She displays a pictorial poster describing the house rules, which help children learn what behaviour is expected. Children receive praise and encouragement during their activities. They want to join in and make choices about their play. They begin to share toys and understand they need to keep the environment tidy. The childminder supports children in making friends. She encourages small individual goals, which help to develop children's sense of achievement and self-esteem.

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	3
The effectiveness of safeguarding	4
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	4
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met