

Inspection report for early years provision

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| Unique reference number | EY421576 |
| Inspection date | 28/07/2011 |
| Inspector | Lynn Reeves |

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| 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 husband and their two school aged children in a residential area of Fareham in Hampshire. Access to the property is via several steps and most areas of the bungalow are used for childminding. There is a fully enclosed garden available for outdoor play and the family have a range of pets. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than three may be in the early years age range. She is also registered to provide overnight care for one child. Currently there is one child on roll in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for as the childminder is beginning to obtain an understanding of each child as an individual. Young children in her care are happy and settled and benefit from the appropriate levels of supervision, they receive. Children experience a range of activities and as a result, they are making sound progress within their learning and development. The childminder provides an inclusive setting for all children and organises her home and environment to ensure children can move around with ease. Most of the childminder's policies and procedures are implemented effectively. The childminder is developing systems of self- evaluation to identify the setting's strengths and priorities for development, which demonstrate she has the scope to maintain improvements.

What steps need to be taken to improve provision further?

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

- develop further the assessments and planning to clearly show identified next steps for children's progress, which can then be measured against their achievements
- further promote children's safety with regards to access hazardous materials in the bathroom
- develop further the environment and resources, which reflect diversity in society and the wider world to enable children to foster a respect for their own cultures and beliefs and those of other people

The effectiveness of leadership and management of the early years provision

Children benefit from the sound strategies in place to promote their safety and well-being. The childminder has a suitable understanding of the child protection policy and procedures, which help safeguard children. All adults in the home are suitably vetted. Written risk assessments are undertaken to enhance children's safety, while in the home and garden, however cleaning materials are accessible in the bathroom which impact on children's safety. The childminder practices fire evacuations with the children and teaches the sound basics of road safety, when out walking. The childminder has a suitable range of policies and procedures which are shared with parents to ensure they develop an understanding of her role and responsibilities. The childminder is active in updating her child care knowledge through additional training and has started to evaluate her own provision.

Parents receive information about their child's general well-being through daily conversation and via text messages. The childminder has also introduced questionnaires to obtain feedback from parents to see if they are happy with the service she provides. The childminder demonstrates sound knowledge of how to implement the Early Years Foundation Stage and provides children with a range of activities to stimulate them as she encourages their early interests and inquisitiveness. However, the records do not fully reflect how the observations and assessment systems in place help identify children's next step in their development. The childminder is fully aware of the procedures to follow to share any relevant information with other Early Years Foundation Stage providers that the children may attend. The required documentation is in place and stored securely to maintain confidentiality.

The childminder is fully supportive, spending her time constructively involved in play and engaging in conversation with the children. The home environment is organised well, where the children have the opportunity to move freely and make their own choices of play from the selection of toys and equipment stored at low level. The children benefit from playing in the garden on the outdoor equipment to promote their physical development and this ensures they get fresh air and gentle exercise on a regular basis.

Systems are in place to promote children's good health. The childminder has a current first aid certificate and has an understanding of how to complete health documentation, in-line with legal requirements. An effective sickness policy reduces the spread of illness within the home and good hygiene procedures minimise the spread of germs. Resources are clean and well maintained, however there are limited play provisions that reflect diversity to promote equality and knowledge of the wider world. All children are treated with equal respect and their individuality is respected. The childminder recognises that children are varied individuals and have different needs in accordance with their stage of development and personal circumstances. She collates relevant information from parents, using child record information forms and through discussion to ensure needs and routines are met.

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

Children are beginning to demonstrate a sense of belonging and confidence in the childminder's care as she interacts well with their play. Young children are starting to learn skills for the future as they mimic what older children do and try and repeat familiar actions and words. They laugh and giggle as they manage to push the buttons on the musical toys; wiggle their bottoms and jig about as they hear the music play. Young children hold up their arms for a cuddle and enjoy sitting with the childminder to look at books. The childminder is fully aware that children learn at different stages and that some have very short attention spans, she continually changes the activities to keep them stimulated.

Children are developing their early mathematical concept through play, for example playing with the shape sorters and building blocks; they attempt to fit the various shapes into the corresponding slots. The childminder plans activities and outings accordingly to each child's abilities and adapts them where necessary to ensure all children can be involved. Young children love riding the sit on toys and develop a sense of achievement as they manage to walk around unaided. They also enjoy times to play with the childminder's own children, laughing and clapping as they sing together. Mark making materials are being introduced to encourage early learning skills and children show inquisitiveness as they play with the programmable toys.

Children enjoy a healthy lifestyle, playing on the slide and trampoline in the garden and riding the various sit- on toys. The childminder ensures children experience a good balance of play and structured activities. Children have easy access to the wide range of age appropriate toys, which are laid out at low level in the living room and the childminder rotates the resources to ensure the children do not become bored. Children feel at ease within their surroundings; they enjoy the childminder's attention and happily go to her for a cuddle, when they get tired.

Children's health is promoted as the childminder has good hygiene procedures in place, for example, she wears disposable gloves when changing baby's nappies and keeps all worktops and food preparation areas clean with anti- bacterial sprays. Older children learn to wash their hands before eating and after toileting to keep them free from germs. Children benefit from healthy snacks, which are provided in addition to meals sent from home. Young children learn about keeping themselves safe through discussions, routines and the house rules. For example, children are reminded not to climb on the furniture or run inside the house in case they fall and hurt themselves. The childminder uses positive techniques to manage behaviour, including lots of praise and encouragement as children play.

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

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| 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 | 2 |

The effectiveness of leadership and management of the early years provision

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| 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 | 2 |
| 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 | 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

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| 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

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| 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 | 2 |
| 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