

Inspection report for early years provision

Unique reference number	113013
Inspection date	09/08/2011
Inspector	Jacqueline Munden
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 registered in 1995. She lives with her three adult children, one of whom is her assistant, in Fleet, Hampshire. The whole ground floor of the childminder's house is used for childminding, with toilet and rest facilities available on the first floor. There is a fully enclosed garden for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years; of these, three may be in the early years age group at any one time. The childminder is registered to work with an assistant, although permission is not granted by Ofsted for the assistant to be left in sole charge of children and the numbers cared for is not increased. There are currently 17 children on roll aged from two to 14 years, who attend on a part time basis; of these, five are in the early years age group.

The childminder supports children with special educational needs and/or disabilities. 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 welcomed into a safe and very caring environment. They are all fully included and generally make satisfactory progress in their learning and development. The childminder forms strong links with parents and others involved in children's care, enabling her to support children with additional needs very well. The childminder generally evaluates her practice. However, she does not always accurately identify priorities for development to ensure all specific legal requirements for registration are met and to continuously improve the quality of provision for children. As a result, some written records are not maintained and children's good health is not fully promoted.

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 by 20/09/2011 (Promoting good health) (also applies to both parts of the Childcare Register) 20/09/2011
- maintain a record of the risk assessment, ensuring it identifies all aspects of the environment that need to be checked on a regular basis and clearly states when it was carried out, by whom, the date of review and 16/08/2011

any action taken following a review or incident
(Documentation)

- request written permission from parents for seeking any necessary emergency medical advice or treatment (Safeguarding and Welfare) 16/08/2011

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

- further develop the arrangements for identifying children's starting points and next steps in all areas of learning and incorporate them into the planning alongside tracking the activities children are involved to ensure progression is monitored
- develop systems of self-evaluation to accurately identify the setting's strengths and priorities for development that will further improve the quality of provision for all children
- improve range of snacks offered to help children learn about making healthy choices.

The effectiveness of leadership and management of the early years provision

The childminder is generally well organised which enables the safe and smooth running of her busy setting. However, the provider is in breach of several specific welfare requirements which impact on children's health and safety. The childminder has a secure understanding of safeguarding children in her care and is clear about the procedure to be followed should she have a child protection concern. Children are closely supervised by the childminder and her assistant at all times. All adults in the home are appropriately vetted. Hazards are identified in the home and for outings with effective steps taken to minimise risks. However, a written record of risk assessment is not maintained as required by regulation. Overall, children's health is promoted and suitable hygiene routines are followed. However, the childminder has not attended appropriate first aid training or obtained parental consent to seek emergency medical treatment and advice as required by regulation. Therefore, she may not be able to respond appropriately in a medical emergency.

The childminder generally reflects on her practice, seeking feedback from parents and children to help her evaluate the service she offers. This helps her plan interesting and purposeful activities for the children. Some plans are implemented promptly to meet children's needs but others, such as improving the system used to record and plan for children's development, are not. Systems for self-evaluation are not always robust enough to ensure all the welfare requirements are met or to drive continuous improvement in all aspects of the provision.

The childminder promotes equality and diversity well. Her very positive attitude ensures all children are valued and included. The environment is clean safe and bright, with a wide range of appropriate toys and books easily accessible both indoors and out. Children with special educational needs and/or disabilities and

who use English as an additional language are supported very well. For example, the childminder uses Makaton with children who have communication difficulties and works closely with health professionals as needed.

The childminder liaises closely with other providers of the Early Years Foundation Stage children attend to maintain continuity of care. She forges strong partnerships with parents to ensure she meets each child's needs including those with disabilities. Parents preferences regarding their child's individual routines for meals and sleep time are met. They share information regularly about the children's day to day progress. Parents are informed of the childminder's policies and procedures. Parents report they are very happy with the care their children receive and feel their children benefit greatly from lots of time spent outdoors.

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

Children are happy, settled and enjoy their time with the childminder. They feel safe and secure due to their needs being catered for and the close attention they receive from the childminder and her assistant. Children move freely around the ample space selecting toys to play with. All children are able to take part as suitable resources are available, such as chunky easy grip crayons for young children to make marks and develop creative skills. Overall, children achieve satisfactory progress in their learning and development. The childminder knows the children well and carefully plans fun and interesting activities for them, both indoors and outside the home, which meet the interests of all. For example, over the summer holidays children eagerly take part in the 'daily challenge'. These activities include picking up small sweets with chop sticks, seeing how many pegs they can remove from the line using only one hand and dropping a coin to cover another coin already in a bowl of water. Children enjoy the challenges and develop dexterity and coordination, while increasing their levels of concentration and determination. Children benefit from visits to local places of interest where they explore the natural environment and outings to the cinema where they watch age appropriate films.

Children develop satisfactory skills for the future as they use electronic toys with buttons and switches. Their language skills increase as the childminder and her assistant interact with them well. Children's interest in books is fostered well, with regular visits to the local library to select books and reading them frequently at home. This interest is further enhanced by children excitedly putting stickers on a card to show when they have looked at each book. Children's language is developed through the childminder's good interaction, using words to describe what is happening. The childminder introduces the beginning letter sound of the children's names and they excitedly say the child's name for each letter sound made.

Children aged two and four years learn to recognise colours and use numbers to count as they play games. Older children play more challenging games such as clock patience. Children make a highly positive contribution, as they learn to

manage their behaviour from the clear and consistent boundaries and praise and encouragement the childminder provides. They learn to be kind to others and take turns with toys. Children develop good self-care skills as they learn to cook, using scales to measure the ingredients. They develop great respect for each other and the wider world through effective planned activities, such as celebrating each others religious and cultural festivals. For example, children from Sweden share the cakes they have at home. Children develop a good awareness and acceptance of peoples differences as they meet and play with people with additional needs. The childminder encourages them to develop confidence and new skills, for example, they learn to use trains and buses.

Children are generally learning about healthy lifestyles well. They take part in a wide range of activities outdoors that promote all areas of learning as well as their physical development. For example, they play ball games, play on the slide and learn to recognise the garden birds that visit the food table. Children can easily reach their labelled cups, when they want to have a drink; however, the range of snacks offered do not always help children learn about making healthy choices. Children learn to keep safe through effective procedures and routines. Young children are reminded to sit while eating and learn to use tools, such as scissors, with care. A great emphasis is placed on learning how to cross the road safely when out walking and how to keep safe when using public transport. Overall, children make satisfactory progress. However, systems of observation and assessment do not fully ensure each child's progress is planned for; this would ensure all areas of their learning and development are always promoted and their progression is monitored.

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	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	2
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 (Welfare of the children being cared for) 20/09/2011

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 (Welfare of the children being cared for) 20/09/2011