

Inspection report for early years provision

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Inspection date	05/02/2011
Inspector	Melissa Cox
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 has been registered since 2000. She lives with her husband in Andover. The whole ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age range who attend on a part time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care to children aged over five years to 11 years and currently cares for one child in this age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a warm and welcoming environment where the childminder meets their individual needs appropriately. The children take part in a range of activities to support them in their play and learning. The childminder develops secure working relationships with parents, which helps support the children in her care. The childminder is beginning to evaluate her setting however this is not sufficiently robust as she had failed to meet several welfare requirements.

What steps need to be taken to improve provision further?

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

- ensure prior written permission is obtained from parents for each and every medicine before it is given (Safeguarding and promoting children's welfare) 02/09/2011
- implement an effective policy on administering medicines which includes keeping accurate written records of all medicines administered to children and share this information with parents (Safeguarding and promoting children's welfare) 02/09/2011

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

- evaluate children's observation and assessment records to ensure that children make progress in every aspect of their learning within the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder is aware of the importance of safeguarding the children. She has a satisfactory knowledge of the signs and symptoms that would alert her to have concerns and has procedures in place to follow if she was worried about a child in her care. The environment in which children play is safe and secure and the childminder has taken suitable steps to minimise hazards such as daily safety checks of her home and garden. The childminder has undertaken written risk assessments covering potential hazards in the house, the garden and each type of outing and this record is updated when the need arises. Most documentation is in place to support the welfare of the children however the childminder has failed to obtain prior permission to administer medication and does not keep an accurate record of the medication administered. Written parental permission for the seeking of emergency medical treatment and advice is not in place for all of the children in her care.

Children have access to a suitable range of toys and resources to support their learning and make choices about what they want to play with. They have space to move around and play comfortably in their environment and confidently ask to play outdoors when they wish. The childminder ensures children learn about the world around them through outings in the community and providing them access to a range of resources such as books, dolls and puzzles that promote positive images.

The childminder builds positive partnerships with parents and they share relevant information about the children's needs and interests. Information is shared verbally on a daily basis and the childminder also completes diaries for the children which ensures parents are aware of their child's day with the childminder and the activities they have been involved in. Parents are happy and confident with her care of the children and highly praise the support she provides to each family. The childminder works effectively with parents to ensure she meets children's individual needs and adheres to their specific routines, enabling children to settle well in her home. The childminder is beginning to form partnerships with other settings such as the pre-schools the children attend and she works closely with parents and other agencies to support children with additional needs.

The childminder has only recently started to formally evaluate her provision. She has identified her weakness with regard to the children's learning and development and is in the process of looking at ways to improve. She has addressed the recommendations from the previous inspection and this shows her capacity for continuous improvement. The childminder has adequate systems in place to monitor some aspects of her provision although these do not currently extend to the activities on offer to ensure that all children experience a full range of experiences that support their learning.

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

Children are happy, contented and settle well in this warm and welcoming environment. They follow their individual routines as discussed with parents, therefore they are confident and feel safe and secure. Children develop a secure attachment with their childminder who clearly understands their individual needs and requirements. She provides them with a suitable range of inclusive play opportunities, activities and resources that support their learning and development.

The childminder has a suitable understanding of the Early Years Foundation Stage and child development. She ensures a reasonable balance of adult-led and child-initiated activities are on offer and provides a range of toys and activities that are suitable for the ages of the children in her care, keep them interested and occupied and help them progress in the areas of learning. Systems have been introduced to observe, assess and instinctively plan the next steps in children's learning, broadly linked to observations of the children's activities and achievements. Records show examples of the children's progress through written observations and photographs, although these are not yet systematically showing how children make progress in every aspect of their learning within the early learning goals.

The children learn social skills as they socialise with other children and childminders in the local area. Communication and language skills are developing as the childminder talks to the children and they repeat the words back to her. She has developed a close bond with the children in her care. They are very well behaved, well-mannered and confident to ask for alternative toys and activities. Children enjoy imaginative play. They play with an assortment of emergency vehicles and re-enact rescuing people with the small world toys. Children enjoy craft activities where their mark making skills, hand-eye coordination and physical development are supported. The childminder talks to children about colour, shape and number as they play with equipment or during every day routines, such as counting fruit segments at snack time. Children use a variety of simple technology to explore how things work. For example younger children press the buttons on the electronic game to hear the sounds and the music playing while older children enjoy comparing quantity and measure as they fill and empty containers as part of a water play activity.

A healthy lifestyle is promoted by the childminder. Children engage in numerous outdoor activities that promote their physical development and knowledge and understanding of the world around them. They visit a number of soft play facilities and animal parks, go for walks to parks and playgrounds and play in the garden with a selection of physical play equipment. The childminder ensures children socialise with others by attending local play groups and drop-in sessions, therefore children's personal, social and emotional development is well supported. Children show a developing awareness of healthy lifestyles, and are given a good choice of healthy snacks options. The childminder keeps drinks nearby so children can ask or point when they are thirsty. She obtains information from parents on children's feeding routines and dietary needs to ensure continuity of care. The childminder

ensures that her home and all areas children have access to are clean, ventilated and well maintained. Children follow routine simple hygiene practices. They understand why they should wash their hands and competently do so with wet wipes before eating or after messy play.

Children learn about keeping themselves safe. They understand what to do in an emergency by taking part in regular fire drills and learn how to cross roads safely on outings. Children are polite and show kindness towards one another and respond favourably to the childminder's praise and encouragement which builds their confidence and self-esteem. Children are quite confident and at ease with the childminder who meets their emotional needs with warmth and affection, therefore children show a strong sense of security in the setting.

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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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