

## Inspection report for early years provision

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<b>Unique reference number</b>	150918
<b>Inspection date</b>	18/01/2012
<b>Inspector</b>	Christine Clint
<b>Type of setting</b>	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 2001. She lives with her husband and adult daughter in Wallington, near Fareham in Hampshire. The home is a bungalow and children play in the entrance hall, the sitting/dining room and use the kitchen at times. The family has a hamster. The childminder walks in the locality with children and the home is close to all local amenities. Children do not have access to the garden because this is not secure. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for five children under eight years; three children may be in the early years age group. There are currently 10 children on roll, of these; two are in the early years age group. Most children attend before and after school only and the majority are over eight years. The childminder is a member of the National Childminding Association and is part of the local childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder shows a dedicated attitude to caring for children and meeting their individual needs. She has developed a safe and comfortable environment. Some improvements have been made since the last inspection, although not all documentation to meet the regulations is in place. The childminder has not maintained her training in first aid and this is a requirement of registration. The childminder has sufficient understanding of children's development, although she has not developed clear systems to show children's progress in the Early Years Foundation Stage. There are positive and consistent relationships with parents and wider families; the childminder uses this support to evaluate and improve her provision.

## 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 07/03/2012  
7 March 2012 (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to the 08/02/2012

compulsory and voluntary parts of the Childcare Register)

- ensure that all records relating to childminding activities are readily accessible and available for inspection at all times (Documentation)

08/02/2012

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

- increase the range of age appropriate toys and resources to provide a rich and varied environment to support children's learning and development
- develop the ongoing observational assessment to better inform planning for each child's continuing development through play-based activities

## **The effectiveness of leadership and management of the early years provision**

The childminder understands her responsibility to safeguard the children in her care; she has experience and is aware of the procedures for referring any concerns. She ensures that all adults living in the home are checked and she supervises children at all times. Some improvements have been made since the last inspection and the childminder has recorded all risks and hazards for the home and for walking locally. However, the childminder has not maintained her certificate of first aid training and this is a breach of requirements. She does understand, however, how to apply first aid treatment as previous training has been attended. Children's daily attendance is not clearly recorded and this is also a breach of requirements. The childminder has no records of accidents or medication administered, as these have not occurred; she understands her responsibility to keep records but cannot trace the previous documentation.

The childminder has improved some areas of her provision and increased her understanding of the Early Years Foundation Stage Framework. She has completed some of the recommendations from the last inspection to promote children's safety. For example, she records permission from parents for emergency medical treatment and she has practised fire drills with children and logged the details. This demonstrates some capacity for continued improvement.

The childminder shows an appropriate understanding of providing activities to interest and involve children. She explains the variety of play and the different activities she provides to encourage older children's learning and progress. The childminder knows each child's ability and although the younger children have just started coming to the setting, she encourages their learning through play. However, systems to observe and assess individual children to plan their next steps in learning are not yet sufficiently secure. Younger children have some resources available for play, but the variety is basic and provides limited opportunities for challenging play and learning. The childminder promotes a positive attitude towards differences as children grow and develop; she encourages children to understand each other by using dialogue and explanation.

There are some resources to reflect other cultures and children have stories about the wider world, often visiting the library in the community.

The childminder has built close connections with many families over long periods. Parents are informed about her duty and responsibility to meet the regulations. All permission from parents is clearly recorded and all individual documentation is in place. The childminder provides flexible care to meet the needs of parents and she supports families well. Parents and children show their appreciation in letters of thanks. Parents acknowledge that the childminder has helped their children to learn and the childminder uses this information to evaluate her provision. She includes children's wider families by inviting them to her setting for celebrations; she knows that children feel valued and supported by these links. The childminder is aware of the need to work in partnership with any other settings if the need arises.

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

Toddlers are quiet and only just settling in the childminder's home, and so need constant attention and support. They have developed a close affection for the childminder, wanting to sit on her lap to play with puzzles at the table. Toddlers also have freedom to practise walking between the furniture and to select from play equipment on the floor. They feel safe and are reassured, especially as they become tired. Their feelings of security are evident because they settle soundly to sleep in the double push chair. Older children attending learn about safety when they are out walking with the childminder, they also remember when they have practised fire drills to increase their awareness about dangers in the home.

Toddlers show they are taking interest in what is around them, they are beginning to make sounds with meaning as they handle items. They carry toys and find small cars; they play with the toy eggs and fit these into the container. They recognise television characters and watch with interest, showing awareness of music and rhythm. The childminder explains how children often enjoy singing; they also read stories frequently and visit the local library. Older children learn new games with the childminder providing opportunities to count and solve problems.

Children are encouraged to drink water and toddlers manage independently using feeder cups. There are regular, daily opportunities for fresh air and exercise on the walk to school. They often walk by the river and feed the ducks. Children have healthy snacks and the childminder will also provide meals when required, taking into account children's individual preferences. Children learn about being clean and following hygiene routines as they develop and progress in their understanding. They know that they must wash their hands before cooking activities. They eagerly take part in making pizzas and choosing different toppings.

Children show trust and close affection for the childminder, they are learning to

understand each other and to share the childminder's attention. She provides ample explanation for children as they develop to ensure that children understand and respect each other's differences. There are sound and well formed links with families, which increases children's confidence and their feelings of being valued. As children grow they are learning about the world around them and developing future skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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) 07/03/2012
- take action as specified in the early years section of the report (Records to be kept) 08/02/2012
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 08/02/2012
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 08/02/2012

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) 07/03/2012
- take action as specified in the early years section of the report (Records to be kept) 08/02/2012
- take action as specified on the compulsory part of the Childcare Register (Arrangements for Safeguarding Children and Providing information to parents) 08/02/2012