

Inspection report for early years provision

Unique reference number	EY336813
Inspection date	12/03/2012
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 was registered in 2006. She lives with her husband and three children aged 14, 12 and six years in Yateley, Hampshire. All areas of the house are available for childminding. There is an enclosed garden for outside play. The family has a chicken.

The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, no more than three of which may be in the early years age group. There is currently one child on roll in the early years age group. The childminder holds a relevant childcare qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning, but the childminder does not always identify and plan for their next steps to help them meet their full potential. Most required documentation is in place to support children's health and safety. However, fire drills have not been practised. The childminder forms positive links with parents enabling her to meet children's care needs successfully, although they are not fully involved to complement their child's learning. The childminder demonstrates a satisfactory capacity to bring about continuous improvement. However, systems to self-evaluate her practice are not fully secure.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident. (Documentation) 19/03/2012

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

- improve the assessment and planning systems to ensure that evaluations are made about each child's interests and their stage of learning and development and use them to plan clear next steps across all areas of learning
- increase opportunities for parents to contribute to their children's learning to

- fully complement children's learning and development
- practice regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- 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.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding children in her care. They are closely supervised at all times and adults in the home are appropriately vetted. The childminder is clear about the procedure to be followed should she have a concern regarding a child in her care. She conducts suitable risk assessments of the home and for outings, taking measures to minimise possible risks. However, a written record of the risk assessment is not maintained and this is a breach of regulations. The childminder has devised a plan of how to evacuate the premises in an emergency but does not practise it help her identify and resolve any problems that may arise. The childminder has all the required parental consents and information to enable her to promote children's good health.

Children are able to choose from a suitable range of toys and equipment to support their learning. These include positive images of diversity. The childminder promotes equality and diversity appropriately through her positive attitude. Children's individual routines for meal times are met as preferred by parents. The childminder is knowledgeable about the children's family and cultural background. This helps her provide appropriate support, such as learning words in children's home language. This helps them to feel valued and included. There are no children at present that attend other early years settings. However, the childminder has considered how she will liaise with them to provide continuity in children's care and learning. Overall, suitable partnerships with parents help the childminder meet each child's needs. They share information about the children's day-to-day progress. However, they have few opportunities to contribute to their children's learning journey to complement children's learning and development. Parents are provided with the childminder's policies and procedures and report they are very happy with the care their children receive.

The childminder has met the recommendations made at the last inspection. This has helped her to develop some aspects of her practice. She has made her garden safe to use which provides children opportunities to play and learn outdoors. The childminder has begun to devise a questionnaire for parents to invite their comments. The childminder has attained a relevant level 3 qualification, and this demonstrates a willingness to drive improvement. However, she does not use self-evaluation effectively to identify and address some shortfalls in her practice.

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

Children's needs are catered for and they feel safe and secure due to the close attention they receive. They move freely around the ample space selecting toys to play with. Children learn respect for each other through taking turns as they share the rolling pin when playing with the modelling dough. They become independent and develop self-care skills as they are given time to feed themselves. Children develop an understanding of the world around them as they look at books that promote positive images of all people in society and toys such as, multi-cultural figures in their play. Children are learning about healthy lifestyles as they spend lots of time outdoors. They develop muscles and physical skills. They learn effective hygiene routines as they wash their hands after handling the chicken and come indoors from playing outside. Children learn to keep safe in their daily routines. For example, on outings they learn to press the button at the crossing and wait for the green man before crossing the road. They are reminded to sit carefully at the table to prevent them from falling.

Children learn suitable skills for the future. Children use a range of technological resources such as, electronic games and a key board to make music. They engage in a balance of planned activities in and outside the home. For example, children enthusiastically make cards to celebrate Mothering Sunday. They learn colours as they choose paper shapes and glitter to use from a variety of materials offered to them. The childminder offers guidance on how to make a flower. She allows the children to use their imaginations to create their own design. All children can take part as they use easy grip glue sticks and crayons. They learn to make marks and that words have meaning as they write their names on their cards. However, some opportunities are not used to extend children's learning. For example, when children say they have lots of butterflies on their card, they are not encouraged to count them. Children thoroughly enjoy looking at books. Looking at the pictures, they make the sounds that the animals make. Outside the home, children go out walking and learn about the natural world as they visit the horses and goats. They develop social skills at toddler groups.

Children enjoy their time with the childminder and overall, achieve satisfactory progress in their learning and development. The childminder has a reasonable understanding of how children learn. She is beginning to assess the progress of each child. However, the assessment and planning systems do not always ensure that accurate evaluations are made about each child's stage of learning and development. The Early Years Foundation Stage practice guidance is not used effectively to help her plan clear next steps across all areas of learning. Although the children being cared for at present only attend one day each a week, the childminder knows them and their interests well. She makes sure their favourite toys are available and as a result, children are happy and settled. However, the childminder has not explored how she can promote all aspects of children's learning in a short time using children's favourite activities, such as, the modelling dough. For example, the dough is not adapted to help children learn about their senses and to extend language by adding texture or scent to it.

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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