

Inspection report for early years provision

Unique reference number	EY438614
Inspection date	04/05/2012
Inspector	Kerry Iden

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 2011. She lives with her husband and two children in the village of Clanfield, near Waterlooville, Hampshire. The ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play. A first floor bedroom is also available for overnight care. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than four children at any one time; of these, one may be in the early years age group. The childminder may increase to three children in the early years age group when working with her assistant. In addition, the childminder is registered to care for no more than two children overnight. The childminder currently has six children on roll, four of whom are in the early years age group and all attend on a part-time basis. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the provision so that, overall, the childminder satisfactorily meets their needs. The childminder has an adequate level of understanding of their development and some areas in which she is helping them to make progress. However, there is not a secure system to monitor their progress across all areas of learning. Relationships with parents and others are informal where, mostly, details of children's care needs are discussed, although not learning. The childminder's documentation does not contain the necessary detail to meet the statutory requirements of the Early Years Foundation Stage framework. Although not robustly evaluating, the childminder understands some areas need further development, demonstrating that she does have the ability to make satisfactory continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessment clearly stating when it was carried out and by whom, the date of review and any action taken following a review or incident (Documentation) 31/05/2012
- develop the daily record of children looked after on the premises to include their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register) 31/05/2012

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

- develop observation and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child linked to the areas of learning
- develop the arrangements for working in partnership with parents and others to support children's learning, so that information is shared about children's individual starting points, their next steps for learning and how they are progressing
- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are able to play in a secure environment where the childminder has taken steps to ensure their health and safety. She monitors the areas and resources used for childminding to promote children's safety. However, the childminder has not completed the record of risk assessments on her home. This is a breach of a specific legal requirement of the Early Years Foundation Stage. Overall, the childminder has a sound understanding of safeguarding and an awareness of signs and symptoms to look out for that may cause her concern about a child. She shares with parents her written policies and procedures that she would follow with such concerns. Procedures are in place for the confidential recording of any accidents and medication administered. The childminder keeps her first aid certificate up-to-date to safeguard children in the event of an accident. Most documentation is in place, although the attendance register does not include all required information. This is also a breach of a specific legal requirement.

The childminder is settling in to her work and has not yet robustly evaluated her service. She is, however, starting to review some procedures as she implements these in practice. She has some awareness of areas that she would like to improve, showing that she has the capacity to identify areas for improvement. Children are able to make their own decisions about their play through the day. Parents are able to make comments back to the childminder through the daily diary, if they choose. Children have different areas to play and relax. They make their choices from resources in the conservatory, where some are more easily accessible than others. Resources reflect the ages of children attending and are used to give them appropriate challenge to achieve steady progress in their learning. Space for rest allows for children's individual needs to be met. The childminder makes loose plans of activities as she promoted a predominantly child-led environment. When the childminder joins in with children's play, she adapts her levels of support for the different children in her care. She has some basic awareness of areas of individual development for children, such as recognition of number and colours.

Children's individual needs are discussed when families first start in the setting. The childminder liaises with families speaking an additional language to offer some consistent practice and to value children's heritage. Non-English words are beginning to be shared with others to help all children learn about differences between people. Parents receive some initial, basic information about her service through her policies. On a daily basis, there are effective channels of communication between the childminder and parents especially around children's care needs. Parents receive daily information verbally and through written, daily diaries. However, the childminder has not yet extended this to sharing information about children's development towards the early learning goals or how parents can support their learning. Similarly, the childminder is sharing some information with other early years settings children attend, such as that about children's behaviour. She is not yet sharing developmental information to robustly promote collaborative working.

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

Overall, children are making sound progress in their development, although this varies across the areas of learning. The childminder joins their play at times through the morning. Through these times, she extends their thinking through some open ended questions. Children are settled, content and willing to take part in activities, often leading the morning's events. They demonstrate their creativity through role play and creative activities. They use their imagination as they set up their doll's hospital, requesting additional resources to make their dolls better. The childminder is getting to know the children. She understands how she can support children's learning in some areas. However, the observations she is starting to make are not well used to plan future events.

Children are relaxed and confident in their play, showing they feel safe. Consistent reminders, such as the safe way to sit on the chairs at the table, support children's awareness of keeping themselves safe. Children eat their meals around the family table, where they learn social skills. They are developing their independence here as they prepare their own sandwiches and make their fruit selection for lunch. All children follow good hygiene procedures, mostly without reminders. The childminder uses opportunities through play to discuss reasons for maintaining good, hygiene practices, such as in the doll's hospital. Children have effective opportunities to engage in physical activities, both in the childminder's garden and further afield.

Children are generally making satisfactory progress in their communication and numeracy to develop their skills for the future. Through craft activities, children discuss the different colours they can make as they blend the paint together. Their understanding of shape is developing soundly with correct identification of different shapes in play and completion of large puzzles. Children work together to complete the puzzles, showing they are able to work together to complete a challenge. However, at other times they need support from the childminder in sharing resources. Children are developing an awareness of responsibilities

through the routines in place, as they are encouraged to tidy away prior to snack time. They are beginning to form positive relationships with their peers, making suggestions in play and explaining their completed art work.

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	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 (Records to be kept) 31/05/2012

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 (Records to be kept) 31/05/2012