

Inspection report for early years provision

Unique reference number	EY412176
Inspection date	05/01/2011
Inspector	Louise Bonney

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 registered in 2010. She lives with husband and two adult children in Petersfield, close to shops, parks, schools and public transport links. The childminder works jointly with her daughter, who is also a registered childminder. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. She has pet cats and chickens.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. When working with her daughter they may care for a maximum of eight children under eight, no more than six may be in the early years age range. There are three children currently on roll in the early years age range attending part time, and five children in the older age range who attend before and after school. The childminder provides care from Tuesday to Friday throughout the year.

The childminder takes and collects children from local pre-schools and schools and goes to the local children's centre regularly. 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 good.

Children settle happily and enjoy a wide range of activities that help them make good progress overall in their learning and development. The childminder thoroughly risk assesses their environment and most procedures support their health and safety very effectively. She works jointly with her daughter and together they continually develop the provision through reflecting on its effectiveness and identifying clear targets for future improvement. She has strong partnerships with parents, although those with other settings children attend are less developed.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection, including records of medication administered to children. (Documentation) 20/01/2011

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

- improve fire safety further by installing the fire blanket according to manufacturer's instructions
- develop a regular two-way flow of information with other providers, such as schools, to share the children's development and learning records and any other relevant information
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for these. Wherever possible and practical help children to learn to value aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

The childminder works very closely with her daughter, who is also a registered childminder, and together they safeguard the children well. The childminder thoroughly risk assesses the children's environment indoors and on outings. She develops and implements policies and procedures that protect the children. All members of the household have undergone checks to ensure their suitability, and the childminder ensures children are closely supervised when with other adults. The childminder reviews the risk assessment records regularly to manage new risks, such as when a baby becomes more mobile. The childminder and her daughter share their safeguarding policy with parents and show understanding of their responsibilities. They record any injuries children sustain at home and parents sign the record of accidents occurring in their setting. The childminder seeks written consent from parents for seeking emergency medical assistance and manages children's medical needs appropriately. She gains written consent from parents prior to administering medication and informs them once it has been administered. However, medication records are not always kept on the premises as they are sometimes recorded in children's home diaries. This means they are not always available for inspection, which breaches the welfare requirements. The childminder regularly practises the evacuation procedure with children to ensure they know how to leave the premises quickly and safely, but the fire blanket is not installed to ensure easy access.

The childminder and her daughter continually monitor and evaluate their provision. Together they discuss daily how well children's needs are met and what they can do to improve. The childminder has quickly established an effective provision and attends support groups at the children's centre to further develop her understanding. She uses a pre-formatted self-evaluation form on which she and her daughter accurately identify their strengths and areas for further development. They have a clear action plan, which includes developing the garden resources and attending training for child protection. The childminder uses the Early Years Foundation Stage practice guidance to assess children's progress against. She and her daughter have devised a simple but effective planning system to ensure children's individual learning and development needs are fully reflected during activities, while photographs and samples of children's work support their assessment of children's progress. This reflects a good capacity for continual development.

The childminder provides a wide range of durable and good quality toys and equipment, which are set out accessibly for the children. She identifies additional resources to purchase, such as equipment for the garden. She encourages children's awareness as they help to tidy up their toys. The childminder organises routines effectively so that children are well supported throughout the day. For example, she prepares dinner while the children sleep. She organises routines and outings around children's home routines, such as sleep times, which helps them thrive and enjoy their activities to the full. The childminder seeks information about children's home backgrounds to ensure these are fully reflected in her provision. Outings and some resources develop children's awareness of social diversity, although the childminder accurately identifies this as an area for further development in her self-evaluation.

The childminder develops good partnerships with parents. She shares her written policies and procedures with them. She seeks information about their individual needs through discussion and the completion of documentation, such as contracts. Letters from parents refer to 'the great care' their children receive, and how they feel their children are 'coming on in leaps and bounds, always picking up new things from the activities'. Parents receive a daily diary which details their child's care and activities briefly, while handover times provide an opportunity to share their child's day and development more fully. Some children attend school but systems for sharing information are not fully developed in order to provide continuity in their learning as well as care.

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

Children settle very well and enjoy the care and support they receive from the childminder. Crawling babies and toddlers show confidence as they interact with the childminder. They ask her to join them during their activities and she extends their learning well. As they play with dough the childminder draws their attention to its colour and the shapes they are cutting. Toddlers listen and soon repeat these as they mould and cut, exclaiming 'star' to the childminder's delight. Children select their activities from interesting and easily accessible toys, or point at toys out of reach on shelves which the childminder gets down for them. This reflects their growing independence as they demonstrate confidence in making choices and initiate their own learning. Children show curiosity as they explore their toys. Babies discover cause and effect as they repeatedly push buttons on battery-operated toys that make noises. The childminder encourages them to talk about what they are doing and describes their actions to develop their language skills. She introduces new resources which excite the children and encourages them to develop new skills. They play percussion instruments as they explore the sounds they make, or sort and name toy farm animals. This keenness to participate in new activities leads to good attitudes towards learning. Children show their attachments to others as they go to find the childminder and the child she is changing, and involve her in their game of peek-a-boo. The childminder takes the children on outings each day, when they go for walks on the heath or visit the children's

centre activity group. This provides them with opportunities to use larger apparatus and to develop awareness of the wider community and its diversity.

The childminder shows good understanding of the children's current development, and has clear aims for their individual future progress. She uses the Early Years Foundation Stage practice guidance to ensure each child is achieving in all areas of learning and to plan for their next individual steps. She and her daughter have started to record planning so that they can further reflect on how effectively their aims are achieved. This leads to children making good progress in their learning and development. To further support the assessment of children's progress, the childminder is setting up journals in which to record their achievements.

Children benefit from the routines the childminder establishes. They recognise the rules and know to remain seated while they finish their lunch. She helps them share the toy farm animals as they play together. This helps them develop appropriate behaviour. Children like to wipe the table clean and each child has their own toothbrush which they learn to use independently. They go out every day to benefit from the fresh air and sun. The childminder liaises closely with parents about children's developing diets and provides healthy, home-cooked meals and snacks. This promotes children's awareness of how to be healthy. Children develop understanding of how to play safely. Babies show they feel secure as the childminder helps them stand and walk. Toddlers develop control as they clamber on sturdy furniture. Children have opportunities to run and use larger apparatus in the garden or when visiting the local children's play area on the heath. This allows children to take appropriate risks and develop control as they play.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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