

Inspection report for early years provision

Unique reference number	EY401054
Inspection date	27/09/2010
Inspector	Doreen Forsyth

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 was registered in 2009. She lives with her husband and young daughter in a semi-detached home in Andover, Hampshire. All of the home is registered for childminding with play taking place mainly downstairs. There are upstairs toilet and sleeping facilities. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under the age of eight years old at any one time, of these only two may be in the early years age group. Currently there are six children on roll; of these three are in the early years age group.

The childminder is a member of the National Childminding Association (NCMA), she has a relevant qualification at level 3. The family have a pet cat and some guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is very experienced in childcare, although she has only recently registered as a childminder and started to care for children in her home. She welcomes and values all children, offering an inclusive practice, whatever the children's backgrounds or abilities. She works in partnership with parents to ensure that the children's individual welfare needs are met although some safeguarding issues have not been addressed. Children are learning and developing well through the good range of activities the childminder offers each day. The childminder has started to put strategies into place to help her to identify the strengths and any areas for improvement in her practice and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding policy and procedures include the steps to be followed in the event of an allegation being made against a member of the household (safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register).

24/10/2010

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

- use the observations made on children's progress to further identify and enhance children's next steps in their learning and development
- extend the record of risk assessment to cover everything that children may come into contact with.

The effectiveness of leadership and management of the early years provision

The childminder is suitably organised, but some of the policies and procedures that are necessary for the effective implementation of the Early Years Foundation Stage and to ensure the children's safety and well-being are not fully in place. The childminder does not have a full understanding of child protection procedures in terms of ensuring that her procedures include the steps to be followed if allegations of abuse are made against the childminder or members of the household. This has the potential to compromise children's welfare, however; the childminder has not needed to follow these procedures, which limits the impact on children. Both the childminder and her husband have undertaken appropriate vetting procedures to ensure their suitability. They do not allow any unvetted adults to not have unsupervised access to the children.

The childminder has relevant qualifications and experience in early years care and education. She plans to attend further training to enhance her skills and knowledge. Children play in a welcoming, child-centred environment. They can access a very good range of toys and resources that are stored in see-through boxes in the lounge. The childminder rotates these with others that are kept under the stairs so that children use a broad range of toys. Children can easily access their toys. This helps children to make choices and develop their independence. When the weather is suitable, children can also play in the rear garden where some outside toys are available.

Although the childminder has carried out some risk assessments, and has some suitable safety strategies in place, such as using safety gates at the bottom of the stairs, these risk assessments have not been extended to cover all areas of the childminder's home. For example, storage of medication and security of the side gates to the garden which are not always kept locked. The childminder is forging strong partnerships with parents, she uses daily diaries to keep parents well informed about the children's progress and achievements as well as verbal exchanges at the end of the day. She aims to offer an inclusive practice where all the children are helped to achieve as best they can, and have their welfare needs met. She is aware that it is important to work in partnership with any other early years providers that the children may use.

The childminder is still establishing ways of monitoring and evaluating her provision, she has recently started to use a self- evaluation scheme to help her set relevant priorities for future improvement; she often meets with other childminders when they discuss practice issues.

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

The enthusiastic childminder supports the children's learning and development by providing them with a wide range of interesting activities and resources. Most mornings they go out and about. They attend toddler or childminder groups, go for walks to the nearby lakes to feed the ducks or they visit other childminders. These activities help children to develop their social skills by interacting with other adults and children, and provide them with opportunities to learn about their local community and the wider world. They enjoy different craft activities, often when at the groups, they visit the library, and they enjoy listening to music and making sounds. The younger children especially enjoy exploring a 'sensory box' with different fabrics, materials, sound toys and wooden household items. The childminder plans an effective range of activities that are sometimes linked to topics or themes. These help her to ensure children are making good progress in all of the six areas. The childminder is observing and recording children's progress and she links these observations well to the early learning goals. However, she does not always extend these observations effectively in order to better identify an individual next step in the children's learning.

The children's well-being and welfare are suitably promoted. Most days they have opportunities to access fresh air; they enjoy exercise when they go for walks, play in the garden or visit the nearby play park. The childminder uses good procedures to prevent the spread of infection such as ensuring the children have their own towels and flannels. Healthy eating is promoted; parents provide most of the children's meals. The childminder encourages children to eat varied and nutritious snacks. She ensures they have regular drinks. Children therefore, have started to understand about healthy lifestyles through this practice. There is a suitable sickness policy in place and all accidents and medications are correctly recorded. The childminder has current first aid qualifications. Children are able to sleep and rest according to their own routines and needs; there is a travel cot upstairs which the children use with their own bedding.

The children are beginning to learn about keeping themselves safe, for example, the childminder makes a game out of fastening seat belts to reinforce their understanding of safety when in the car. All the children take part in regular fire evacuation procedures. When they are out walking the childminder discusses road safety in simple terms with the children. The children are happy, settled and confident with the childminder. Babies happily explore the different toys and their surroundings. The childminder interacts very well with the children; she sits with them on the floor supporting their play and exploration. She uses a range of strategies to help the children learn to behave appropriately, using rewards such as stickers and certificates. There are some written house rules for older children. The childminder praises children's achievements and good behaviour. The childminder is helping the children to be active learners and develop some of the skills they will need in the future.

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	4
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	2
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	2
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 (Arrangements for Safeguarding Children). 24/10/2010

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 (Arrangements for Safeguarding Children). 24/10/2010