

Inspection report for early years provision

Unique reference number	112286
Inspection date	18/05/2012
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 1997. She lives with her husband in the village of Rowland's Castle, in Hampshire. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years; of these, three may be in the early years age group at any one time. The childminder occasionally works with another registered childminder at her setting. When joint childcare is provided, she is registered to care for a maximum of six children in the early years age group. There are currently seven children on roll; of these, five are in the early years age group

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder offers a warm and nurturing service to the children and their families and overall she meets their needs. The childminder has a sound understanding of child development though there is not an effective system to monitor and support their progress across all areas of learning. Relationships with parents and other providers are appropriate though does not extend to sharing very much information linked to learning. Most of the required documentation is in place, apart from a written record of risk assessment. The childminder identifies and addresses areas that need further development, demonstrating a satisfactory ability to make 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, by whom, the date of review and any action taken following a review or incident (Documentation). 28/05/2012

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

- develop observation and assessment of children's development to identify learning priorities; use the information to plan relevant and motivating experiences for each child linked to the areas of learning

- develop a two-way flow of information with parents and other early years providers to promote a collaborative approach to supporting children's learning .

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure setting. The childminder makes suitable visual risk assessments of her home and garden. She also identifies and minimises risks when planning outings with the children. However, the childminder does not maintain a record of the risk assessments, which is a breach of a legal requirement. The childminder has a secure understanding of her responsibilities towards safeguarding children. She has a good awareness of signs and symptoms that may cause concern. Suitable procedures are in place for the recording of minor accidents and the childminder holds a current paediatric first aid qualification.

The childminder dedicates her time to the children and has a positive attitude to improving her practice. However, she has not fully evaluated her service in order to keep up to date with all the requirements of the Early Years Foundation Stage framework. She is aware of some of her weaknesses and takes steps to address recommendations and actions from past inspections. For example, the childminder fitted a secure fence around the garden pond to help protect children from potential harm. The childminder uses her knowledge of the children's interests and abilities to provide an adequate range of resources. Children are able to select from the toys she makes available and the range is sufficient to promote all areas of learning. The childminder interacts appropriately with children as they play. She provides an inclusive environment in which she focuses on their individual needs. The childminder introduces new ideas to stimulate thinking and supports children until they can complete a task independently.

The childminder works sufficiently well with parents to support the individual needs of the children. She gains detailed information about children's care routines before they start in the setting. She updates this knowledge through ongoing discussions with parents. The childminder knows children's interests and uses these to support some areas of their development. The childminder develops suitable links with all parents, many of whom have been involved with her for many years. There is a regular exchange of information, with parents and with other settings children attend, although this is mainly around children's care needs. The childminder has not extended this fully to include information on children's learning.

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

Overall, children are making sound progress in their learning, although this may be stronger in some areas. The childminder joins in and supports children's learning through play. However, she does not use her knowledge of the children to plan effectively for future activities. Children are relaxed, settled and content in the care of the childminder. They awake from daytime sleep happy and ready to play, demonstrating how safe and secure they feel in her care. Children are starting to become aware of others around them and how to behave well as they mix in different groups. Time with other childminders, attendance at toddler groups and visits within the community allow children to build friendships with others. Children receive suitable and consistent guidance from the childminder regarding behaviour.

Children's routine needs are met by the childminder enabling children to remain happy and content. Most children fondly refer to the childminder as 'nanny' and show their affection towards her. Children receive gentle reminders of how stay safe as they try new skills, such as early stages of walking. Parents supply all food for their children although the childminder is flexible about arrangements. She liaises with parents of babies to work together and help move them on to next stage foods when appropriate. Children receive positive messages about the enjoyment of active play and fresh air. They have regular walks and meet up with other childminders at local places of interest for outdoor play.

Children generally demonstrate their growing confidence and self-esteem. They make choices from the selection of resources available to them. Children are beginning to develop their understanding of shape and space through activities where they can post objects into containers. The childminder offers some extension to activities as they adapt the use of the shapes to make towers. The building of towers encourages some counting to support children's awareness of number. Children enjoy sharing stories and they make the sounds of the animals they see in a book. The childminder extends their interest by introducing songs and rhymes, which develops children's language and communication. Children's coordination skills are also developing appropriately, as they try to follow the actions to the songs. Overall, children are securing many of the skills they need in order to progress in their learning 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	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

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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:

Not Met (with actions)

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

Met

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:

- 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) 15/06/2012
- ensure there is a written statement of procedures to be followed in relation to complaints and make this available to parents (Procedures for dealing with complaints) 15/06/2012