

Inspection report for early years provision

Unique reference number EY393455
Inspection date 11/02/2010
Inspector Michele, Karen Beasley

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 their school aged and pre-school child in a house in Sholing in Southampton. The whole of the home may be used for childminding and there is a fully enclosed garden for outside play. The family have cats and a turtle.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. This provision is registered by Ofsted on the Early Years Register and the compulsory parts of the Childcare Register. 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 satisfactory.

Children benefit from the childminder's ability to provide them with interesting activities which enable their progress in all areas of learning. The childminder provides children with a range of toys and resources which are easily accessible and has a clear understanding of their individual development. Children's individual interests and skills are observed and assessed and there is a sound system to plan for their progress covering all areas of learning and development based upon the Early Years Practice Guidance. Parents are welcomed into the childminder's home and she shares information about children's welfare experiences and development with them. However, records required to meet the welfare and learning requirements of the Early Years Foundation Stage (EYFS) are not all in place. The childminder has begun to evaluate her service using the Early Years Statutory framework.

What steps need to be taken to improve provision further?

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

- ensure written permission is in place for the seeking of any necessary emergency advice or treatment (Safeguarding and welfare) 25/02/2010

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

- ensure records of childrens progress are shared with parents and for them to contribute towards them
- ensure risk assessments for outings are recorded
- ensure regular fire drills are carried out and details recorded in a fire log book of any problems encountered and how to resolve them

- develop systems of self evaluation to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

The childminder has adequate knowledge and understanding of child protection issues as she attended training previously and she makes appropriate arrangements to safeguard children. She shares her policies and procedures with parents so that they are informed about her arrangements. She works closely with parents, sharing information about the care she offers and obtaining consents from parents, such as, for outings and photographs to be taken. However, written permission is not in place to seek advice or medical treatment in the event of an emergency. This is a breach of a specific legal requirement. Parents are kept informed about the experiences of their children through the use of verbal and written feedback. There is a good exchange of information facilitated through the use of a daily diary for younger children. The childminder notes children's experiences in her care, including what they have eaten and how long they have slept. The childminder discusses their development enabling consistent practice between children's care at home and their care. However, children's learning journeys are not currently shared with parents. Consequently, parents cannot contribute to their child's records. The childminder is aware of other agencies and organisations she can refer to or consult with in order to support the children she cares for.

The childminder has made a record of her risk assessment, but has not conducted risk assessments for outings. The childminder has resources available to meet children's needs; there is a unit full of toys and resources which children can independently access from shelving. Children help themselves to various books, dolls and puzzles, including those reflecting disabilities and diversity.

The childminder uses the Early Years Statutory Foundation Stage (EYFS) to support the learning and development of the children. The childminder has an adequate understanding of the EYFS and uses this to plan for children's progress. Children benefit from appropriate routines within the home which ensure that they are cared for in very clean, homely surroundings offering them a stimulating selection of activities with access to toys and resources that they enjoy.

The childminder has begun to evaluate her service using the knowledge she has gained from her childminding qualification and from newly minding. She has a valid first aid certificate and has attended work shops on child care to ensure her skills are up-to-date . She plans her day and delivers an interesting and stimulating programme for children.

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

Children enjoy the time they spend with the childminder because they have access to a variety of toys, resources and activities inside the home. The childminder takes children on local outings, to a soft play area, the park, toddler groups and to other childminders. These activities support all aspects of their development, including their social skills and their understanding of the community.

Children are supervised and protected by the use of reins and sitting in a buggy when they are taken out. The childminder also ensures they learn about keeping safe by enabling them to learn about road safety. Children are cared for in a safe house, the use of safety gates stops children entering the kitchen and going up the stairs to the first floor of the home. The childminder supervises all the areas younger children use and only allows older children to access the bathroom independently.

The childminder has made clear plans, which are displayed, to evacuate the premises in the event of an emergency and has identified places where they can wait for help in safety. There are regular checks on the smoke alarms and there is a fire blanket available for use to ensure the risks from fire are minimised. However, fire evacuations are not practised which could compromise children's safety in the event of an emergency. Children's health is well protected as the childminder implements good practices to ensure children wash their hands before eating and can use individual initialled towels. Children benefit from secure procedures to protect them from infection when they eat, are fed or changed. The childminder documents most written consents from parents for a variety of activities, however written consent for emergency medical advice or treatment is not in place. This is a breach of a specific legal requirement, therefore children's health is not safeguarded.

Children's learning and progress is supported by the childminder who observes and assesses their skills, understanding and abilities. The childminder records her observations, referencing these to the Early Years Foundation Stage. Children's achievements are systematically tracked to ensure they make progress in all areas of their development. The childminder displays children's work, thus acknowledging their achievements which promotes their self-esteem and ensures they feel good about what they do. Children are encouraged to help tidy toys away and the positive reinforcement enables them to build upon their skills and to learn right from wrong. Their behaviour is mostly good, although the childminder finds it very demanding to meet all their individual needs when there are several young children present.

Children show independence and make choices about the activities they become involved in, such as selecting from the range of toys, resources and books. The childminder enables young children to learn appropriate hygiene routines, such as using tissues to wipe their noses and washing their hands using their individual towel to dry their hands. All children feed themselves while sitting at the child sized table and on the appropriate chairs.

Children learn an awareness of their own safety as the childminder reminds them of safety when walking outside and using road crossings. The childminder reminds them how to behave safely indoors when playing and encourages them to be sensitive towards each other. Children enjoy their time with the childminder and their stimulating learning experiences enable them to build upon their skills and their understanding. For example, they learn to count and make scones. Children particularly enjoy playing with small world figures and making up stories with them. They look at pictures in books and listen to stories read to them. They benefit from access to electronic toys and learn how to piece together simple jigsaws with help and encouragement from the childminder.

Children participate in imaginary play with dolls and pushchairs. They sit on the floor and ponder over which shape goes into the correct hole in a shape sorter. The childminder interacts with the children at all times and repeats the names of shapes and colours. Children respond positively to the childminder going to her for cuddles and asking her to 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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 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:

- ensure written permission is in place for the seeking of any necessary emergency advice or treatment (Welfare of the children being cared for) 25/02/2010