

Inspection report for early years provision

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Inspection date	20/05/2011
Inspector	ISP Inspection
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 was registered in 2006. She lives with her husband and children aged 18 and 12 years in Aldershot, Hampshire, close to shops, parks, schools and public transport links. The whole of the childminder's home, not including the garden, is used for childminding, with the exception of the bedrooms. The childminder takes children on daily outings to the park for outside play. The family have a pet dog. The childminder's provision operates Monday to Friday for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group and, of these, no more than one may be under one year. She currently has one child on roll in the early years age group. The childminder also offers care to children aged over five years to 11 years and has two children on roll in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a very caring and affectionate approach towards the children and dedicates her time to meeting their individual needs. She has a satisfactory knowledge of most aspects of child development and, since the last inspection, has completed a level 3 childcare qualification, which has enhanced this knowledge. Communication and consultation with parents is satisfactory. However, the childminder's reflection on the quality of the provision is not sufficiently robust and, consequently, some regulations and areas of good practice have not been met.

What steps need to be taken to improve provision further?

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

- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 20/06/2011
- review the risk assessment regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) 20/06/2011
- ensure all records are easily accessible and available for inspection by Ofsted, for example, a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 23/05/2011

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

- improve the use of practice guidance to identify the next steps for children's learning
- improve partnership with other agencies to meet children's individual needs
- reflect on the quality of the provision to identify future aims for improvement
- improve methods used to promote children's communication
- improve the opportunities for children to handle a wide range of media.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has a good understanding of child protection procedures. She takes action to make the premises safe and secure and is vigilant about checking places she takes children on outings, which means hazards are reduced. Since moving to the current premises, the childminder has completed a written risk assessment. However, this is not available for inspection and has not been recently reviewed and updated. These are breaches of the regulations and increase the potential risk to children's safety.

Recommendations made at the last inspection have been met. The childminder can identify some strengths and weaknesses of the provision. For example, she has obtained an early years qualification, is very patient and loving towards the children and recognises the need to improve her knowledge of practice guidance. However, the childminder's limited reflection on the provision means on-going improvement is restricted. Consequently, children are not always fully stretched or helped to communicate. In addition, they are not provided with enough variety through indoor activities. This is a breach of the regulations.

A designated playroom provides children with independent access to a satisfactory range of accessible resources. Play equipment is well organised and is suitable for the age and stage of development of the children attending. The childminder gives children lots of individual attention and reassurance and ensures they enjoy the time they are at the provision by providing activities, most of which are outside of her home. This means they have insufficient opportunities to access indoor resources and activities that promote all aspects of their development. This is a breach of the regulations. There are some accessible resources that help to promote children's understanding of diversity, such as, dolls, play people and books.

Through discussion, the childminder seeks parent's views about the provision and uses this information to reflect on her success in meeting children's individual needs. However, she has not yet approached parents to seek their consent to share information about children's developmental progress with other agencies involved, such as the health visitor. Parents are currently provided with lots of help and support. For example, the childminder collects and returns children to their own homes. She shares information with parents about children's well-being,

which includes details of activities, food, and any progress. However, this does not include aims for children's future development, which restricts continuity in their learning.

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

Most aspects of children's individual needs are met due to the childminder's positive interaction. She responds to children's interests and takes them on regular visits to the park and a baby gym. This provides them with good opportunities to explore the environment, run freely and use excess energy. Observation records show the childminders ability to assess some aspects of children's progress, although her limited knowledge of practice guidance means that some gaps in children's learning are overlooked.

Children are usually happy and settled due to the childminder's ability to provide them with lots of reassurance and affection. They interact with other children during weekly outings; for example, when the childminder meets up with other registered childminders. They show independence as they choose play equipment and are encouraged to persist with their aims, as the childminder joins in their play. For example, when they choose to use a large blow up ball, she initiates games of "catch". However, aims to promote children's ability to persist and concentrate during their play have not been identified with parents and as a result, children's interest in using indoor resources is not sustained.

Regular visits to the library help to develop children's interest in books. They are beginning to concentrate for short periods of time, for example, as the childminder crawls inside a play tent with them and reads stories. The childminder has clear aims to help children make progress in their speech and language development and consistently talks with them during their play. However, children sometimes become frustrated in their communication, which can be seen as they make noises and become restless. The childminder responds to children's attempts to communicate, although she has not considered different methods that can used, such as, signing, to help children express themselves.

Children have good opportunities to explore the local environment. They are beginning to develop control of their movements, for example, as they push swinging tyres at the park and run freely in open spaces. Outings to a baby gym and soft play facility promote this area of learning. They are beginning to play imaginatively, for example, as they crawl inside a play tent and push dolls around in pushchairs. Children have some opportunities to access art and craft activities, for example, as they use paint to make handprints on cards for their parents. However, the opportunities for children to handle a wide range of media are limited, which restricts their creativity.

Children show they feel safe and secure, as they go to the childminder for hugs and reassurance. They learn about their own safety, for example, as she shows them how to stroke her dog in an appropriate way. Healthy snacks take parent's

requests for food provision into account and meet children's individual dietary needs. These include the provision of lots of fresh fruit and water. The childminder follows good hygiene practice, which protects children from the risk of cross infection.

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	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:

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (Suitability and safety of premises and equipment) 20/06/2011

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (Suitability and safety of premises and equipment) 20/06/2011