

Inspection report for early years provision

Unique reference number	EY360450
Inspection date	30/03/2011
Inspector	Christine Clint
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 2007. She lives with her husband and one child who attends school. The family home is situated in a residential area of Chichester in West Sussex, within walking distance of the city centre. Children are cared for on the ground floor of the property only and use the upstairs bathroom. There is a secure rear garden for outside play. The family have two cats and indoor fish. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for six children under the age of eight years; three children may be in the early years age group. There are currently five children attending on a part-time basis, two of whom are in the early years age group. 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.

The childminder provides appropriate care and regular routines for children who make sound progress in their learning. Overall, she has developed successful relationships with children and parents. The childminder has begun to develop systems to promote children's individual progress, although the balance of adult-planned and child initiated play is not yet fully established. She has met the recommendations from the last inspection demonstrating some capacity to improve the provision. However, some legal requirements have been breached and this compromises children's safety and welfare.

What steps need to be taken to improve provision further?

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

- attend and maintain a certificate in first aid training
approved by the local authority and consistent with the
guidance set out in the Practice Guidance for the Early
Years Foundation Stage (Qualifications, training,
knowledge and skills) (Also applies to both parts of
the Childcare Register) 30/05/2011
- maintain a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation)(Also applies to both
parts of the Childcare Register) 20/04/2011
- provide a record of risk assesment for each type of
outing (Safeguarding and welfare) 20/04/2011

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

- improve the balance of adult-led and child-initiated activities to provide planned, purposeful play experiences to support all areas of learning
- include systems to enable parents and carers to see and contribute to children's records of development to promote their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection and safeguarding children. She knows her duty to refer any concerns and she is aware of the procedures to be followed. She ensures that information is shared with Ofsted when students are temporarily staying and she supervises children at all times promoting their safety. The childminder has developed a written complaints procedure which explains how complaints will be managed and she provides parents with information about contacting Ofsted. Parents read and sign all policies and procedures and this provides them with information about the requirements of registration. All accident records are in place and the childminder has a sound understanding of administering first aid, she has gained permission for emergency medical treatment for all children attending, but her certificate of first aid training is no longer in date and this is a breach of requirements. There is an appropriate risk assessment for all areas of the home and garden which shows how children are protected from hazards, but there is no record of the risks and hazards identified for outings, and this is also a breach of requirements to ensure children are protected from harm. All fire safety equipment is in place and the childminder has recorded information about the fire drills that children have practised and this promotes their understanding. The childminder has completed a daily register and all children are recorded, although this is an additional breach because children's times of arrival and departure are not accurately noted.

Children have appropriate attention from the childminder and she encourages them to play with the play dough and the bricks, she reads stories and looks at pictures; she is beginning to observe and recognise children's progress and has developed systems to link with children's next steps in learning, although there is less evidence of planned purposeful play. The childminder provides an adequate range of resources and activities which are suitable for children's age and stage of development and there are additional resources available for outdoor play in the garden. The childminder understands the need to encourage positive attitudes about diversity and differences and she provides some resources to develop children's growing awareness during their play. The childminder has introduced some new systems to meet the Early Years Foundation Stage framework and these are mainly linked with the introduction of observing and promoting children's progress. There are some basic evaluations of activities and levels of learning but there is no evaluation of wider areas of the provision and this links with the inconsistencies in the childminder's understanding of meeting the requirements of registration.

The childminder has established good relationships with parents because she provides a wide range of information to ensure they are well informed. She updates her family information regularly to ensure parents know who is living in the home. She shares details about health needs and ensures all parental consents are signed in advance of childcare. The childminder includes questionnaires to enable parents to share their views and show their levels of satisfaction. There are letters from parents to show that the childminder follows their requests for activities and learning through play, although they are not yet involved in contributing to the children's records of development. She works closely with parents to manage routines and to promote positive behaviour. The childminder regularly collects children from local schools and has established contact with teaching staff if information needs to be shared

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

Children are secure in the childminder's home because she provides a calm and secure environment where children can find activities to suit their needs. They play with the dough on the child-sized table and make shapes and use tools promoting their imagination and small muscle control. Children build towers with the bricks and the childminder encourages them to count and recognise the shapes and colours, supporting early numeracy and creative skills. They play with cars on the floor and push them in and out of the garage. Children are keen to look at pictures and read books with the childminder. They use basic technology as they push the buttons on the books to make the animal sounds. Children show they are happy and settled because they laugh and show affection to the childminder. They are encouraged to develop their speech and language because the childminder pronounces words clearly and gains children's attention. She praises them when they say 'please' and 'thank you' promoting manners and positive behaviour. Children have developed good relationships with the childminder and each other, sharing ideas and toys.

Children are learning to become independent, to manage their own shoes and coats. They practise washing their hands at the kitchen sink with the childminder, as she helps them with their sleeves and explains quietly through conversation. They swish the water and wash the toys, and talk about germs and being clean. Children learn about the wider world when they are out with the childminder, as they talk about the aeroplanes in the sky. She asks questions to develop their awareness of boats travelling on the sea, cars on roads and aeroplanes in the sky. She plays this game regularly and children learn and understand. They look at the trees and know about leaves growing in the spring and falling off in autumn, and understand that some trees keep their leaves all winter. Children's creative development is supported as they enjoy cooking activities and music and dance. They carry out gardening jobs with the childminder and develop their imagination through role-play games. The childminder has a clear level of understanding the characteristics and growing development of children in her care.

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	2

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:

- take action as specified in the early years section of the report in relation to first aid qualifications (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register) 20/04/2011
- take action as specified in the early years section of the report in relation to records of children's times of attendance (Records to be kept) (also applies to the voluntary part of the Childcare Register) 20/04/2011

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:

- take action as specified in the compulsory part of the Childcare Register. 08/04/2011