

Inspection report for early years provision

Unique reference number	EY378355
Inspection date	27/04/2009
Inspector	Mandy Gannon
Type of setting	Childminder

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.

Description of the childminding

The childminder registered in 2008. She lives with her two children in a house in a residential area of Hook in Hampshire. Local shops, park and Hook Infant and Junior Schools are within walking distance of the home. All areas of the home are accessible to the children and there is a fully enclosed rear garden available for outside play. She currently has tropical fish as pets in a tank in the home. The childminder is registered for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age range, who all attend on a part time basis. The childminder works part time on Tuesdays, Wednesdays and Thursdays and has completed the Cache level 3 in home based childcare.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy, settled and at ease in a caring environment. The partnerships with parents is a strength as the childminder works closely with them to ensure she meets children's individual needs. Parents are well informed about their child, through daily discussion, diaries and developmental records. Children learn and develop well as the childminder has a clear understanding of their stage of development through regular observations and plans the next steps in their learning through activities both in the home and the local community.

What steps need to be taken to improve provision further?

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

- ensure that sufficient detail is recorded at all times when administering medication

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

- make parents aware of the procedure to be followed if they have a complaint and keep a record of complaints and any subsequent action taken (Safeguarding and promoting children's welfare) 10/05/2009
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 10/05/2009

The leadership and management of the early years provision

Strong relationships with parents are in place and children benefit from daily verbal exchange of information and written records which are shared between their

carers, which ensures children's needs are known and met. The childminder has initiated contact and developing plans to share information with other early years providers as children are due to begin nursery in the near future. Parents have completed part of the evaluation record and confirm the satisfaction of the care provided and the positive strides in their child's development since coming to the setting.

The childminder has an understanding of the signs and symptoms of abuse and the action she would take and contact details should she be concerned about a child in her care. However, the maintenance of some records, policies and procedures have not been put in place or do not record sufficient detail. For example, parents have not received information with regard to making a complaint which is a requirement of the Childcare Register.

The childminder has an understanding of her role and strives for improvement and evaluates her practice through discussion with parents and has begun to complete a formal record. The childminder is committed to improving her provision and has enrolled on further training courses. All necessary improvements identified at the registration visit have been addressed indicating the childminder's commitment to continuous improvement.

The quality and standards of the early years provision

Children are able to use the space safely and access toys and resources from low level shelving. Children benefit as they have opportunities for exercise through daily access to the garden, walks to school and local parks. Children develop their awareness of safe behaviour as they move safely around the premises, supported by the childminder and reminded of potential hazards. Children's safety is promoted as the childminder is vigilant and removes any potential hazards completing regular risk assessments both inside and outside of the home. The childminder has practised emergency evacuation procedures on a regular basis and made adjustments by discussing with the children to improve the efficiency of leaving the premises.

Children wash their hands and use their own individual towel which are clearly labelled and changed on a regular basis. Hygiene is promoted and efficient nappy changing procedures are in place. The childminder has gained her first aid certificate, ensuring she is able to manage any accidents which may occur and a first aid kit is available. Although, children's health is compromised as insufficient detail is maintained when administering medication and permission has not been sought from parents to seek emergency medical treatment or advise which is a requirement of the Early Years Register. Children keep safe as the childminder is vigilant and removes any potential hazards completing regular risk assessments both inside and outside of the home.

Children develop increasing independence as they feed themselves supported closely by the childminder. Children benefit and enjoy their day at the childminder's who recognises the importance that children receive a well balanced nutritious diet, adequate rest and stimulation throughout their day. Children access

drinks freely, ensuring they do not become dehydrated.

Children benefit as the childminder promotes the needs of the unique child. Children's routines are followed promoting consistency and developing security. Children build positive, warm relationships with the childminder, for example a new child to the setting cuddles the childminder when they have woken showing trust and security. Children are very well settled and the childminder has adapted her days so that a new child is able to attend on her own one day a week to develop their relationship and help the child to settle. Children's emotional well-being is effectively supported as the childminder sensitively interacts with them.

Children are well supported by the childminder who has a clear understanding of their individual needs and provides learning and development opportunities through planned activities and providing an environment where children can make choices and be independent. The childminder interacts well with the children and identifies the next steps in their learning through regular observations, assessments and development records. Through a clear understanding of their individual progress and monitoring the childminder ensures she provides and adapts activities to promote the next steps in their learning.

Children undertake many creative activities, for example, baking, craft, listening and singing to music. Children benefit as they have many opportunities to develop their social skills through regular outings in the local community meeting other adults and children. The childminder is attentive to children's needs and talk to them softly and calmly, offering encouragement and reassurance. Children develop their imagination as they build dens in the garden and participate in role play. Children develop their physical skills, as a young baby's shoe comes off and they try to put it back on and start standing encouraged by the childminder. Children are included. For example, they bring a photo album of family and friends which they enjoy looking at as they settle with the childminder; the parents have now added the childminder's family and other minded children for the child to take home and share with parents as an aid to communication and to develop relationships.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and keep a record of complaints and any subsequent action taken (procedures for dealing with complaints)

10/05/2009