

Inspection report for early years provision

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| Unique reference number | 111994 |
| Inspection date | 03/11/2008 |
| Inspector | Helen Mary Ball |
| 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 has been registered to care for children since 1995. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband, teenage son and two school-aged children in a house in the Andover area of Hampshire which is close to local schools and shops. The ground floor of the property is used for childminding and access to the premises is good. Toilet facilities are on the ground floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to provide care for five children under eight years. There are currently four children on roll who mostly attend on a part time basis. The childminder offers provision for children with special needs. She has good links with local mainstream schools, special schools and pre-school. The childminder has a relevant childcare qualification, is a network childminder and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children thrive in the care of this childminder whose enthusiasm is infectious. She has a "can do" approach and this means that children of all abilities take part in well-resourced activities which she adapts to meet their individual stages of development. The childminder works hard to foster good relationships with parents/carers and outside agencies and as a result, children are happy, settled, safe and secure during their time at the setting. The childminder has a professional approach to childcare and is committed to developing her own knowledge through ongoing training; she evaluates the provision and successfully identifies areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop planning and assessment so that children's next steps in learning are identified and planned for, and which cover all areas of learning with particular regard to communication, language and literacy

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

- ensure that all adults living on the premises are suitably vetted

19/12/2008

The leadership and management of the early years provision

The childminder is well organised and children's health and welfare are effectively underpinned because all required policies, procedures and consents are in place. She conducts risk assessments within the home and for outings. The childminder has a clear understanding of the signs and symptoms of child abuse and has a working knowledge of child protection procedures. However, one member of the childminder's family has not had a CRB check; there is no impact on children's safety as he is currently at university and the childminder has taken steps to rectify this prior to the Christmas holidays.

Children develop independence as they select their activities from a wide range of resources. Daily routines ensure that children have good opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder observes and assesses children's development and builds on their skills by planning activities and resources to suit their individual levels of development. Parents and carers are kept informed about children's progress through informal discussions and through the sharing of observation records. The childminder works closely with outside agencies such as social services, Portage and physiotherapists to ensure that children's individual needs are met.

The childminder continually evaluates her provision and effectively identifies areas she wishes to improve. She attends regular training and is currently working towards a foundation degree in early years.

The quality and standards of the early years provision

Children are incredibly settled and happy in this home. They delight in the individual time and attention they receive from the childminder who knows each child very well. All children are included and valued and have developed sound relationships with the childminder and their peers. The childminder effectively supports children's learning; she provides sensitive support to children and differentiates activities and questioning to enable all to progress according to their own interests. The childminder has developed simple systems for planning and assessment; she has identified that this is an area for further improvement because she has recognised that she does not consistently include all areas of learning and that this may lead to gaps in children's learning. The childminder confidently undertakes observations of children and effectively identifies their next steps in learning. This means that children achieve as much as they can in relation to their starting points and capabilities.

The childminder strikes an effective balance between adult-led and child-initiated activities. She does not restrict children and brings outdoor activities inside when the weather is inclement. For example, children explore the sand tray in the kitchen where the childminder adds further resources to extend children's learning. As a result, children are confident in asking for resources and have a positive attitude to learning. The childminder has a sound understanding of the Early Years Foundation Stage and is confident in extending one activity to cover several areas of learning. For example as children play in the sand the childminder encourages them to count, look at patterns and then adds water so children can explore the properties of wet

sand. The childminder has identified that the children prefer activities where they can move and play freely and is considering ways to further develop their communication, language and literacy skills whilst still focusing on their individual interests.

Children's creative development is encouraged and children delight in displaying their art work in the childminder's home. They proudly show their leaf prints and Halloween masks, and this increases children's self-esteem and sense of belonging. Children develop a healthy lifestyle through daily physical exercise. They relish playing in the garden, climbing at local parks and visiting indoor soft-play centres.

Children are safeguarded within the home. They play safely indoors because the childminder undertakes daily safety checks and reminds the children about safety issues. For example, asking children to sit down on the chairs and not to throw the toys. The childminder safeguards children by ensuring they are supervised in their play at all times. She helps the children to learn about keeping themselves safe through activities based around road safety, and to stay healthy by following careful hygiene routines.

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

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

Leadership and management

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

Quality and standards

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| 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? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| 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

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.