

Inspection report for early years provision

Unique reference number	EY104087
Inspection date	05/11/2008
Inspector	Coral Hales
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 was registered in 2002 and is a qualified practitioner. She lives with her husband and two children, aged 10 and 11, in Fareham, Hampshire. Most areas of the property are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time and is currently minding four children in the early years age group and two in the later years age group before and after school. The childminder walks to local schools to take and collect children.

Overall effectiveness of the early years provision

Children are happy and settled in the friendly and welcoming environment and the childminder supports them well during play. This enables children to make steady progress within the Early Years Foundation Stage (EYFS). The childminder has not yet implemented formal systems to evaluate her setting but she recognises the need to use reflective practice to help identify where her strengths and weaknesses are. She demonstrates a commitment to inclusion, fostering a positive attitude to diversity and to meeting children's individual and differing needs.

What steps need to be taken to improve provision further?

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

- continue to develop the observations to ensure that children's next steps are identified to enable them to make the best possible progress in their learning
- develop knowledge and understanding of the early learning goals to ensure children continue to receive a broad and balanced range of interesting and challenging activities across all areas of learning.

The leadership and management of the early years provision

The childminder has a positive attitude towards developing the quality of her provision. She attends relevant training to improve her professional knowledge. The childminder has a clear understanding of the benefits of monitoring and evaluating her practice. Policies and procedures are in place and shared with parents, who sign to say they have read them. This includes information relating to complaints to ensure parents are aware of the system to follow. Written contracts are in place and all relevant consents are maintained.

The childminder has a flexible approach to planning which allows children to use their imagination and this meets their developing needs well. She works well with parents and carers and information is shared about children's starting points when

care commences. She provides them with details about her setting and care arrangements. Daily diaries and discussions ensure that parents are well informed about their child's achievements and progress. The childminder observes the children as they play and she has just implemented written assessments. She has established effective links with the local pre-school and school, to ensure good communication between all carers, and the minded children clearly benefit from this.

The childminder is keen to promote the welfare of the children and to maintain their safety whilst in her care. She has a written risk assessment in place which is maintained as a working document and this includes separate specific outing assessments. She is vigilant when out with the children, ensuring she keeps them safe, either strapped in or very close to her when out walking. The childminder has a suitable understanding of child protection procedures and is clear about her role and responsibilities to the children in her care.

The quality and standards of the early years provision

Children enjoy happy relationships with the childminder and her good interaction with them enables her to help to develop their learning skills. She has a satisfactory understanding of the early learning goals and is keen to further develop this knowledge. She involves herself in children's play and, through good use of questioning, encourages them to make simple choices and decisions. For example, as a child 'writes a letter' to Daddy, she asks them what they want to say. Children respond well and are keen to tell her and this helps to develop their early language and vocabulary skills. They have access to a good selection of toys and equipment, which are in good condition and are bright and colourful. These interest the children, who choose happily, for example, to play with small world equipment or to undertake a craft activity. They respond with interest to expectations of the childminder and can follow simple instructions. They play both alone and together, for example, with balloons. Children are very much part of the family and those coming home from pre-school and school are keen to share information about their morning. All children are well supported in their learning, including those with English as an additional language. Their culture is respected and valued and this allows other children to be aware of differences and builds their understanding of the wider world.

The childminder promotes children's health well, ensuring they play in a clean environment, have regular access to outdoor physical play and their routine care needs, such as rest and mealtimes, are catered for. Children walk to the local school with the childminder to pick up others and this ensures that they enjoy lots of fresh air. They are helped to stay safe because the childminder talks to them about how to follow simple roadside practices when out walking and crossing roads. Children have taken part in emergency evacuations to ensure they are aware of the procedures to follow in the event of a fire. Mealtimes are relaxed and sociable occasions where children are given time to enjoy the food provided by their parents. They enjoy eating pasta and pizza and yoghurts and are offered fresh fruit and regular drinks as necessary throughout the day.

Children behave well and receive gentle reminders to ensure they are aware of being kind to others. They are encouraged to share their toys. Age appropriate methods are used to help children to understand acceptable boundaries. They are taught how to care for toys and resources and learn to respect them.

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?	2
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?	2
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?	2

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?	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

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.