

Inspection report for early years provision

Unique reference number	EY347570
Inspection date	29/09/2008
Inspector	Jacqueline Munden

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 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 2007. She lives with her husband and three children in Chandlers Ford, Hampshire. The whole of the childminder's bungalow is used for childminding with the exception of the master bedroom and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for up to four children, two of whom may be in the early years age group. There are currently five children attending on a part-time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children are welcomed into a warm, family environment where they are all valued and included. Their welfare is generally promoted well; most required documents are in place to ensure this. The childminder has a clear understanding of children's individual needs which helps her to provide good quality learning and development opportunities. This is enhanced by the strong relationships the childminder has established with parents and a nursery setting which children attend. The childminder is aware of the strengths of her provision and makes regular evaluations to identify areas for development.

What steps need to be taken to improve provision further?

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

- continue to develop systems of observation, assessment and planning to fully monitor and support all children's learning and development
- ensure the keys for windows and the front door are accessible and maintain a record of the emergency evacuation procedure.

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

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare)

06/10/2008

The leadership and management of the early years provision

The childminder is well organised. She has good written policies in place and shares these effectively with parents at the outset. She conducts risk assessments within the home and for outings. Most hazards are identified and action taken to minimize the dangers to children. However, the risk due to keys being inaccessible

has not been identified and fire drills are not recorded. She has a good understanding of safeguarding the welfare of children and makes parents aware of her professional responsibility. Children's good health and well-being are generally well promoted as the childminder has most procedures in place although parental consent to seek advice and treatment in a medical emergency is not obtained.

The childminder continually evaluates and assesses her provision and has identified areas she wishes to improve. She has arranged to attend training to increase her already good knowledge and skills further to benefit the children she cares for, for example, to improve the way in which she records and monitors children's progress and to share this with parents. Parents report they are very happy with the care their children receive. They are well informed of their child's progress through daily diaries and discussion. They are provided with regular information about plans of activities and what they can do to support this learning at home. The childminder actively encourages parents to share what they know about their children and communicates with other early years providers. For example, she looks at planning notice boards at nursery and talks to practitioners about what children are learning.

The quality and standards of the early years provision

Children are very happy and settled as they are fully included in all aspects of family life. They are at ease in the nurturing environment the childminder provides. The needs of young children are consistently met; they are held while being bottle fed and have their sleep patterns followed as parents request. The childminder demonstrates a secure understanding of children's developing needs and provides them with a broad and interesting range of activities which helps them to make good progress in their learning. She ensures all children can take part by providing suitable resources such as thick, easy to hold crayons for younger children. The childminder maintains observation records of some of the planned, adult-led activities children take part in, such as naming the shapes as they are stuck onto a piece of paper. She uses these assessments well to plan for the next stage in children's learning, for example, to provide textured paper and allow children to cut out the shapes themselves. However, as the childminder has already identified, this process is not used consistently with all children and does not monitor their progress across all areas of learning.

The childminder makes good use of the outdoors and the natural world to enable children to become active and inquisitive learners. For example, they experiment with plums from the garden; some are dried and some cooked. Children notice the differences in their appearance and taste. Children go for walks and collect leaves which are used to make pictures.

Children are confident due to the consistent approach of the childminder. They understand boundaries and expectations and are beginning to learn to share and play together. Children are developing an understanding of their local community and the wider world through the many outings and planned activities they enjoy. They use resources which help them to understand and embrace diversity, such as books and role play clothes. Children can play freely and safely in the well planned

house and garden. They make choices of what to play with from a wide range of easily accessible resources both in and outdoors to meet their individual needs.

In general, appropriate measures are taken to promote children's safety when in the home and on outings. The premises are secure but keys are not easily accessible for windows and the front door which would hinder an emergency evacuation. The childminder increases children's awareness of keeping themselves safe by teaching them about road safety when on outings and by involving them in regular emergency evacuation practices. Effective routines are followed to promote children's health and ongoing well-being. Children learn to wash their hands before eating and after using the toilet. Children bring meals with them provided by parents but the childminder ensures drinks are always available.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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 registration.

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.