

Inspection report for early years provision

Unique reference number	EY355232
Inspection date	22/09/2008
Inspector	Penny Wood
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 2007. She is registered on the Early Years Register and both the Compulsory and Voluntary parts of the Childcare Register. She lives with her husband and two year old daughter in Andover, Hampshire. The whole of the home is registered for minding and there is an enclosed garden for outside play. The first floor of the home is readily accessible, although the garden is split on two levels. The childminder is registered to care for a maximum of five children under the age of eight years old at any one time. She is able to walk and drive to local schools, pre-schools, parks and amenities.

Overall effectiveness of the early years provision

Children benefit from the childminder's high quality provision. The childminder has continued to enhance her knowledge and skills since registration through participating in further training, for example, in first aid and the Early Years Foundation Stage. The childminder maintains her documentation well, although some aspects of her provision and systems need to be formalised.

All children are welcomed into her care with good systems in place to ensure their individual needs are met on a daily basis. Activities are adapted well to ensure all children are able to participate, regardless of their age and ability. Children receive high levels of support, which encourages them to make progress in their learning and development. Overall, children are happy and content within her care.

What steps need to be taken to improve provision further?

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

- develop formal self evaluation to help continue to improve outcomes for children
- continue to develop the system for recording and monitoring children's learning and development

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

- put in place a system for recording risk assessments which identifies the areas of the home and outings which have been checked, the date completed and by whom.

06/10/2008

The leadership and management of the early years provision

The childminder recognises her strengths and areas for development. However, she has no formal self-evaluation system in place to ensure all areas of her

provision are reviewed in order to best promote positive outcomes for children.

Good procedures safeguard children's welfare. For example, the childminder has a clear understanding of child protection issues, which is successfully shared with parents in order to promote children's safety. Children benefit from the high levels of supervision they receive, with the childminder talking about children being in her care at all times whether at home or on outings.

Children benefit from effective safety measures adopted within the home. For example, gates deny children access to hazardous areas such as the stairs. Although the childminder talks about visually assessing her home and outings for hazards on a regular basis, this is not recorded in writing as required within the statutory legal framework.

Children benefit from information, which is shared between their parents and the childminder. Parents receive copies of the childminder's policies and procedures, which inform them of her practice and provision of care. In addition, they also enjoy time to discuss their child's development and progress on a daily basis, keeping them informed of their child's day and issues as they arise. In return, the childminder receives information from parents, which enables her to adapt her provision according to the child's needs on any one day.

The quality and standards of the early years provision

Children are making good progress in their learning because of the very good range of interesting and enjoyable activities provided, such as baking cheesy feet and participating in food tasting activities. They benefit from a good balance of adult led activities and self initiated play.

Planned activities ensure children make progress across all areas of learning. The childminder ensures activities challenge children according to their individual abilities. For example, when playing with dough, babies enjoy squeezing and manipulating, whilst toddlers enjoy using tools and equipment to make snakes.

Children benefit from the childminder's knowledge of their individual stages of development. This knowledge enables her to provide children with appropriate activities and levels of challenge in order to promote the next stage in learning and development, such as taking their first steps.

Children enjoy making their own choices in play, which allows them to follow and develop their own interests. Children are independent and show pleasure in activities and the play opportunities they experience. Because of the praise and encouragement they receive from the childminder, children are developing confidence and high levels of self-esteem.

Written observations and photographs of children during play and activities provide the childminder with indicators of where children are within their learning journeys. However, this information is yet to be correlated as a formal record, which can be used as a tool for monitoring the level of children's progress or possible areas of

delay.

Good hygiene procedures reduce the spread of germs and infections and promote children's good health. Children are encouraged to eat healthy snacks, such as fruit baskets when they come in from school. Regular visits to play parks and opportunities to play in the garden encourage children to be physically active.

Children enjoy opportunities to learn about keeping themselves safe. For example, they are developing awareness of hazards when crossing the road on the way to and from school, and participate in emergency evacuations of the home in case of fire.

Children are developing good friendships with each other. They are encouraged to share and take turns, which is managed well by the childminder. They are learning about respect, such as saying thank you to the school crossing patrol officer. They are developing good skills which contribute to their future economic well-being. For example, they are developing their language skills and vocabulary, have access to pencils and books to enhance their literacy, and are developing negotiating skills when taking turns and sharing.

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?	Satisfactory
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?	Good
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.