

Inspection report for early years provision

Unique reference number	EY359973
Inspection date	28/11/2008
Inspector	Carol Readman

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 partner and two children in a house in Basingstoke. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to some parts of the home is limited as it is on a number of levels and there are stairs leading down from the entrance hall to the living area.

The childminder may care for a maximum of four children. There are currently two children, both in the early years age group, on roll. The childminder goes to local schools to take and collect children. She also takes the children to the local parent and toddler group. The family do not have any pets. The childminder is a member of the National Childminding Association and part of the childminding network.

Overall effectiveness of the early years provision

Children are happy and settled in a fun environment where they enjoy a good balance between adult-led and child initiated activities. Effective self-assessment means that the childminder is clear about her strengths and areas for improvement, successfully implementing changes to improve her practice. However, not all safety measures are in place. The childminder has a sound awareness and knowledge of inclusive practice, ensuring that all children are valued and have their individual needs met. The childminder works with parents to support the children at the setting and help them progress in their learning and development.

What steps need to be taken to improve provision further?

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

- improve safety by reviewing risk assessments so as to include consideration of the ages of children attending
- develop further children's records of achievements

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

- improve safety by ensuring appropriate fire detection equipment, such as smoke detectors, are fitted and working (Suitable premises, environment and equipment)

05/01/2009

The leadership and management of the early years provision

The childminder has devised comprehensive policies and procedures that she implements very effectively and results in a well-organised and efficiently managed

service. All of the required documentation is in place and stored in a confidential manner. The childminder has made good use of self-evaluation to make improvements to her practice.

The childminder carries out detailed risk assessments in all areas of the home and for outings, such as walking to and from school. However, she does not always review activities in line with the ages of the children she cares for. Very young children do not always remember that they should not trot around the kitchen when there is water on the floor. However, they are quick to respond to instructions to sit down until the childminder can mop up. The childminder has a good understanding of safeguarding children and protecting them from possible abuse. She keeps her home secure at all times. Any visitors to the premises are recorded and there are very good procedures to ensure the safe collection of children. However, some floors of the premises do not have smoke alarms. This is a breach of legal requirements.

All children are valued as individuals. Very good systems are in place to find out about the child and their individual needs from parents when children first attend. There are very good relationships with the parents of the children. The childminder provides an excellent prospectus for new parents. She completes daily diaries, asks parents to complete questionnaires and ensures that parents add their comments to development folders on a regular basis.

The quality and standards of the early years provision

Children are very settled and happy in the care of the childminder. She has a very dedicated and caring approach and offers them a generally safe and well-equipped environment, which promotes their welfare very effectively. They develop a good understanding of personal safety, such as learning to cross roads safely on daily outings. The childminder carefully explains safety rules during activities although she is not always realistic in her expectations of very young children's ability to follow instructions. Good hygiene routines when changing nappies and teaching children about the importance of hand washing help to keep children healthy. Nutritious meals and snacks help children develop good eating habits and the children learn about the benefits of fresh air and physical exercise.

The childminder offers a good balance of adult-led and child-initiated activities. She very skilfully uses conversational questioning to make them think. As a result, children are inquisitive, asking the childminder what is happening to the pencils she is sharpening and why is she throwing away the shavings. The childminder consistently observes and monitors the children's progress in all the areas of learning. She is currently developing records of achievement. These are not yet fully up to date. She shares children's achievements with their parents recording 'Wow' moments when a child achieves a significant milestone. She encourages all to share in celebrating this and supports parental involvement in their child's learning. The childminder uses her observations effectively to plan for the next steps in the children's learning.

Children enjoy playing together and laugh excitedly as they pour water into jugs,

talking about how full the jug is or splashing in the water to make bubbles. Children also enjoy quieter times when they sit with the childminder, snuggling up to share a book or take a quick nap to avoid becoming overtired. The childminder is an excellent role model in helping children learn good behaviour and manners. The children are kind and considerate to others. For example, they enjoy doing puzzles and readily share out puzzle pieces. They develop problem-solving skills as they complete puzzles or count the toy dinosaurs. The children love to paint and draw and are keen to tell visitors about their pictures. Warm praise and encouragement from the childminder helps children develop confidence and they have high self-esteem. They are developing independence as they select their own resources from the wide range available.

Children enjoy imaginative play as they pretend to cook and bake in the play kitchen. The childminder introduces children to the wider world through cooking food, such as sweet potatoes to celebrate Thanksgiving. This helps children to develop positive attitudes to other cultures. They attend toddler groups and local play venues to learn to socialise with others. The childminder ensures they practise good manners and the communication skills that will help them in later life. The childminder plans activities that support the children's interests. For example, as the children enjoy watching the refuse collectors, she plans to have some rubbish collected when the children are at the setting. She extends the children's learning by talking about recycling. Children benefit from a warm and caring childminder who meets their needs very well and supports them in making good progress in their learning and development.

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?	2
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?	2
How well are children helped to stay safe?	3
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 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.