

Inspection report for early years provision

Unique reference number	111754
Inspection date	11/12/2008
Inspector	Loraine Wardlaw
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 1997. She lives with her husband and one grown up daughter in a three bedroom house, in Brighton Hill , Basingstoke. Children use the ground floor of the home for play, the upstairs bedrooms for rest and there is a small garden for outside play. A downstairs toilet and wash facilities are available. The childminder is within walking distance of local amenities. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for no more than six children under eight years, of these, not more than three may be under five years. The childminder is currently caring for three children in the early years age group. The family have two cats. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children's learning and welfare needs are met extremely well by the conscientious childminder who focuses her time and attention on each child. She is particularly skilled at promoting toddler's personal, social and emotional development and involving them in organised productions. Children are warmly welcomed into the stimulating home environment by the childminder; they are all equally valued and included. The childminder forms effective links with parents which means she has a very good understanding of every child's individual needs. Good self-evaluation takes place which enables the childminder to recognise her strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- organise resources so children can easily access mark making materials

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

- obtain written permission from parents before administering medication to children (safeguarding and promoting children's welfare)

12/12/2008

The leadership and management of the early years provision

The good organisation of the childminding service ensures that the childminder can effectively and successfully focus on promoting the outcomes for children. Documentation is thorough and up-to-date, with the exception of medication consent from parents which is verbal and not written as required. The childminder is self aware; she has a typed, self-evaluation form and receives very positive,

written feedback from parents and comments from colleagues on her childminding provision. She accesses training and weaves this into her practice. For example, she attends a workshop on 'promoting outdoor learning' which inspires her to take the children out to make a camp in the woods. She communicates very effectively with parents and can tailor her care to each child's needs; this is demonstrated when she settles new children into her care. Children's progress records are shared regularly with parents. All children are safeguarded because the childminder ensures that adults in the home are suitably vetted and keeps her knowledge of child protection up-to-date by attending training. She has a clear safeguarding children policy in place, which she adheres to.

The quality and standards of the early years provision

All children make good progress in their learning and development and in some areas, such as personal, social and emotional development they make excellent progress. This is facilitated by the childminder's very good interaction with young children; she challenges and extends children as they play, having fun and laughter together at the same time. Young children participate in a wide range of activities, covering all areas of learning; with a good balance of outdoor and indoor activities. For example, toddlers concentrate very well as they independently complete a fifteen piece puzzle or become engaged in playing with the small worlds train track, all the time talking to the childminder about what they are doing. The childminder tunes in to them, extending their language and thinking by her positive, open ended questioning. Toddlers role play together, pretending to speak to 'daddy' on the phone and give doll's milk, or push them in their push chairs, saying 'going home now'. When occasional developmental conflicts occur the childminder is expert at dealing with the situation; she firmly and succinctly speaks to the children which has a very positive outcome. Children thrive on the childminder's high praise and encouragement she constantly offers to them; they enjoy tidying up together, cover their mouths when sneezing and are learning to say please and thank you. They have an extremely positive relationship with the childminder. Children enjoy an exceptional nativity production, organised by the childminder and her childminder colleagues. Professional Nativity invites are sent out to families and extended families who come to experience, the story of Christmas, with the toddlers dressed up, singing songs such as 'twinkle twinkle little star'. Counting is promoted during incidental fun activities such as building a tower of coloured bricks and knocking them down. Children use a variety of tools with the play dough in the kitchen and manipulate it into a ball with their fingers. Resources to promote pre-writing skills are stored in a separate room and are not accessible to children on a daily basis, although the childminder does plan and implement mark making activities. The childminder is confident in observing children, assessing their development and moving them on to their next learning steps. Children play and learn in a very clean, secure environment, where the use of risk assessments, safety equipment, and good record keeping, ensures their safety. The childminder is constantly teaching them how they can keep themselves safe during their play. For example, when a toddler independently moves the low, child's chair to the table, they are gently reminded to take care of their friend's fingers on the floor. Effective procedures are in place so the childminder can clearly see children when they are out and about. For example, they all wear

fluorescent jackets with the childminder's mobile telephone number on the back. Children's health is promoted by regular hand washing in the downstairs bathroom and good care routines. Toddlers sleep after their lunch and enjoy good snack and mealtime routines which has a positive impact on their physical growth.

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?	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?	1
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
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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.