

Inspection report for early years provision

Unique reference number	EY306553
Inspection date	10/12/2008
Inspector	Caroline Hearn
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 registered in 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children aged three, 12 and 15 years in Basingstoke. The whole of the ground floor of the house is used for childminding and is readily accessible. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently minding two children, in both the early and later years age range, on a part time basis.

Overall effectiveness of the early years provision

Children enjoy spending time with the childminder. She is developing her systems for charting children's progress in-line with the Early Years Foundation Stage (EYFS). Her sound understanding of child development is supporting her progress towards this. This knowledge of child development underpins her activities and enables all children to make steady progress.

What steps need to be taken to improve provision further?

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

- further develop understanding of how to plot children's development against the Early Years Foundation Stage to give a clear picture of each child's level of attainment and use these to plan for their next steps of learning
- consider how children's progress can be fully shared with parents and other relevant professionals

The leadership and management of the early years provision

The childminder reflects well on her practice and effectively uses this to identify her strengths and weaknesses. She has identified some gaps in her knowledge for the EYFS and has applied for further training for this. She does however have a sound understanding of child development and has used this to develop her systems for recording children's progress. However, these records are still new and require further development to ensure children's progress is consistently plotted.

Due to developments in recording systems the childminder is not as yet consistently able to share children's progress with parents or other relevant professionals. She does however share her detailed policies and procedures with parents and a copy of these are given to all parents. The childminder is aware of how to safeguard children by ensuring adults in the household are suitably vetted and being aware of the appropriate routes of referral for any child protection concerns.

The quality and standards of the early years provision

Children form warm and trusting relationships with the childminder as she has taken time to get to know them and their individual preferences. Children undertake a variety of activities such as painting or cooking. The children have plenty of opportunities for outside play the childminder uses this time to encourage the children to explore the world around them. The childminder also follows children's interests such as looking for worms or talking about where they would find them. These conversations encourage the children to think critically about nature and question what they see. The childminder demonstrates a sound understanding of child development. She is in the process of developing her knowledge of the learning and development requirements. She has begun to record children's development and consider how these can be used to plot their next steps of learning.

Children learn about safety and how to keep themselves safe. This underpins everyday activities such as encouraging the children to hold her hand when out walking and explaining why they need to stop and look before crossing the road. Children understand the house rules and why climbing on the furniture could be dangerous. The childminder gives these messages in a light hearted but firm way, which the children respond well to and as a result their behaviour is generally good.

Children's good health is promoted through discussions at mealtimes about which foods are best for them. To increase their understanding of where food comes from they go with the childminder to the shops to select and purchase items for meals.

The childminder promotes inclusion well, she does this in a variety of ways such as learning key phrases of the languages of children who speak English as an additional language. This helps the children to feel welcome and increase communication and understanding between these children and the childminder. To promote positive images of those with differing abilities she has resources which show children in wheelchairs or those with different cultural backgrounds. She uses these to talk to the children about how we are all different.

The childminder shares her policies and procedures with parents so everyone is aware how she manages day to day issues. She also makes time to talk to parents on a daily basis to discuss any concerns. This promotes greater continuity of care for the children between theirs and the childminder's home.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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
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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.