

Inspection report for early years provision

Unique reference number	112777
Inspection date	10/03/2009
Inspector	Hazel Stuart-Buddery
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 2001. She lives with her three children in Farnborough, Hampshire. The whole ground floor of the childminder's house is used for childminding apart from the ground floor bedroom with toilet and sleeping facilities upstairs. There is an enclosed garden for outside play. The family has two cats and pet fish.

The childminder is registered to care for a maximum of five children at any one time when working alone. She is registered for a maximum of 10 children when minding with another childminder at her premises. Together they are currently minding nine children who attend on a full-time and part-time basis of which, six are in the early years age range and two are over eight years. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children are collected from a variety of local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a warm and welcoming environment. She provides a range of resources that are easily and safely accessible for children to select. Through discussion the childminder identifies her strengths and areas for improvement, although currently does not have procedures in place to implement the improvements identified. Through discussion, observation and documentation she demonstrates that the welfare and learning and development requirements are met. An inclusive practice is promoted in some areas.

What steps need to be taken to improve provision further?

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

- ensure planning and the learning environment take into account children's culture and background to promote an inclusive practice and to provide each child with an enjoyable and challenging experience across all areas of learning
- further develop the systems to monitor and evaluate children's progress and achievements and use the information gathered to identify and plan the next steps in their learning and development towards the early learning goals.
- further improve the programme for communication, language and literacy by providing key word labels around the room that represent all languages of children attending.

The leadership and management of the early years provision

The childminder organises her home well and children are able to freely select resources. She is developing her knowledge and understanding of the learning and development requirements and has been proactive in contacting the local authorities early years for advice. However, as yet, procedures have not been put in place to ensure progress in this area is continuous. All issues have been addressed from the previous inspection. The childminder understands the importance of self-evaluation. She talks clearly about her own strengths and areas for improvement and is in the process of identifying different strategies for effectively observing and monitoring children's progress. The current systems for self-evaluation do not include the views of the parents or children. The planning of activities and the learning environment does not fully take into account the different cultures and backgrounds of children currently attending to ensure inclusive practice is offered in all areas.

The childminder uses a notice board to ensure parents have access to relevant information. Parents are kept informed of their child's progress through written daily diaries and regular discussion at the end of the day. She has started to identify and record children progress and talks to parent about their child's development needs. These records however, do not make clear links to the early learning goals and do not identify the child's next step of learning. The childminder has identified that this is an area for her development. She has recently developed a full range of written policies and procedures, existing parents have not yet received a copy of these although the childminder states she has shared all policies and procedures verbally with them. The childminder has a good awareness of child protection issues and of the procedures to follow. All parental consents are in place and documentation accurately maintained.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care. She supports children in their play, although does not always fully extend or challenge the more able children. She has a basic understanding of the learning and development requirements within the Early Years Foundation Stage (EYFS) and provides resources and activities that support all areas of learning. Long, medium and short term plans have recently been implemented, however, the daily planning does not differentiate activities for the more able children. She clearly demonstrates an awareness of the progress children are making and in most cases provides resources to help children reach the next stage of their development.

Children happily explore and investigate resources within the environment. They respond well to the interaction from the childminder and younger children make happy cooing noises as they sit on the floor together and build up bricks into a tower. The childminder counts each brick as she builds and the children giggle and smile as they knock down the tower. Children's language skills are encouraged as the childminder constantly talks to the children repeating words and encouraging them to copy. Older children enjoy sitting at the table and practise their writing

and colouring skills, using pencils with increasing skill. Some children confidently copy their name and use their finger to follow the letters. Children are proud of their achievements and confidently demonstrate to adults how they follow and sound out letters in their name. The environment does not fully reflect the abilities of the more able children, particularly in their communication, language and literacy development. Key word labels in all languages that children speak within the setting are not displayed to promote their literacy skills and individual cultures and backgrounds. Children happily sit together with the childminder on the floor and look at an alphabet game. As they talk about different pictures and link sounds some children recall a trip to the farm where they saw horses and tractors. The childminder shows interest in what the children are saying and encourages them to retell the story to the other children.

The childminder has a good knowledge of the welfare requirements. She provides a safe and secure environment for children to play and encourages them to think about their own safety, when, for example, she reminds children not to throw toys. All parents provide healthy, balanced meals and children enjoy fresh fruit snacks. Children wash their hands before snack and effective nappy changing procedures help prevent the spread of infection. Children are well behaved, polite and courteous. The childminder gently reminds children when they forget to say 'please' and 'thank you' and offers lots of praise and encouragement when they do well. Children play well together and alongside each other and enjoy the interaction from the childminder. As a result children display good levels of self-esteem.

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?	3
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?	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?	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?	3

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.