

Inspection report for early years provision

Unique reference number	EY359775
Inspection date	15/01/2009
Inspector	Sheena Bankier
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 has been registered since 2007. 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 one child who is aged over eight in the Oakridge area of Basingstoke. The whole house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered to care for six children under the age of eight years and she currently cares for five children in the early years age group and seven children who are within the compulsory and voluntary register age ranges. Children mainly attend on a part time basis for variable days and hours. She is registered to care for up to eight children when working with an assistant. The childminder is also registered to provide overnight care for up to two children. The family have a pet dog.

Overall effectiveness of the early years provision

The childminder and her assistant are developing their knowledge of the Early Years Foundation Stage (EYFS). They have attended training to support and develop their practice. Children overall benefit from the good range of learning and play experiences provided. Children enjoy a homely and welcoming environment which is well resourced with toys and equipment. The childminder understands her responsibilities well to safeguard children's welfare. The childminder is not always fully aware of her responsibilities to register with outside agencies. At times there are inconsistencies in following hygiene routines.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage
- ensure the television is used purposefully with the children
- ensure appropriate hygiene procedures are followed at all times
- update knowledge and understanding of relevant agencies, for example, registering as a food business with the Local Authority.

The leadership and management of the early years provision

The childminder has reviewed and developed her practice since attending EYFS training. This has enabled her to undertake more evaluative observations of children's development and progress. This in turn provides information for the childminder to identify children's next steps in learning. The childminder links children's progress with the EYFS and is beginning to link evidence, such as photographs and children's own work to support the record of development.

The childminder has a sound understanding of the potential signs and symptoms

of abuse. She has a good understanding of the procedures to follow in the event of concerns. This promotes the safeguarding of children's welfare. Parents are informed of her responsibilities to safeguard children and she has a written policy in place.

The childminding home provides different areas for play, eating and rest and is clean and well maintained. Risk assessments are in place for the home and outings. This promotes children's safety. The childminder prepares and cooks food for the children, however, she has not considered her responsibilities to register as a food business with the Local Authority Environment Health Department. At times hygiene routines are sometimes overlooked, such as hand washing before eating.

Good relationships with parents and other settings benefit the children in the childminder's care. This contributes to continuity in children's welfare and learning needs. The childminder gains information about children's religion, cultural and home language needs. She gains key words in children's home language to support children, such as words for toileting or drinks. Written policies and procedures ensure parents have a clear understanding of the childminder's service. The childminder discusses daily with parents information about children's days and their learning and development progress. The childminder encourages parents to support their children's development progress with ideas of activities to do at home.

The quality and standards of the early years provision

Children benefit from a warm and inviting home where they feel secure. They enjoy good relationships with both the childminder and her assistant. Children confidently approach both for play and cuddles. Children follow their own individual routines, such as for sleep. Children enjoy a dedicated room for sleep. This is warm and inviting, helping children to feel at ease as it has a painted mural and permanent cots with appropriate toys.

The childminder and her assistant interact well with the children. They use both verbal and sign language to communicate with the children. This supports all children in their communication development, especially children who speak English as an additional language. The adults encourage children to undertake activities to support their learning, such as matching shapes and colours. However, the childminder frequently has the television on. This is a distraction to children's play and learning, particularly their concentration.

Children develop self-esteem and confidence as they benefit from praise and encouragement. Consistent boundaries promote children's understanding of learning and modelling good behaviours, such as, being kind to each other. Children develop awareness of their own safety through discussions with adults, for example, about the dangers of the railway line when they visit the station. Children develop social skills as they play together in the home and sit around the table to eat snacks and meals. This supports children's personal, social and emotional development.

Growing and caring for plants develops children's knowledge and understanding of the world. Children grow vegetables in pots in the garden, such as leeks, tomatoes and peppers. This enables children to understand where food comes from. Children increase their understanding of caring for the world they live in, for example, by being involved in recycling and composting with the childminder.

Children develop their physical skills through using a variety of equipment in the garden and through visits to the park. Indoors the children play with soft balls which they roll and throw. Children develop small physical skills, for example, as they use crayons to mark make or play with play dough. These activities promote children's physical and creative 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?	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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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.