

Inspection report for early years provision

Unique reference number	EY374885
Inspection date	03/12/2008
Inspector	Catherine Hill
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and three children, aged 11, two years, and four months, in Aldershot, Hampshire. The home is within walking distance of the town centre, local schools and parks. The whole ground floor of the childminder's house is used for childminding, with an upstairs bedroom for sleep only. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child on the Early Years Register after school hours, on a part-time basis during the week. The family have a dog, three cats and keep fish in an indoor tank. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder is efficient and professional and arranges her practice to ensure all children are included and happy. Children have excellent relationships with the childminder and settle quickly and easily into the familiar minding environment where their needs are well met. The childminder is enthusiastic and proactive with regard to further improving her provision for children. A generally well detailed range of documentation supports her practice, with information shared and a continual exchange of information between the childminder and parents.

What steps need to be taken to improve provision further?

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

- further improve documentation by ensuring child record forms are fully completed and by updating the complaints procedure, to include Ofsted's contact details and to explain in more detail the procedure for dealing with written complaints
- further develop self-evaluation systems as a basis for an ongoing review of practice.

The leadership and management of the early years provision

The childminder's good organisational skills ensure children are very well cared for and have daily opportunities to develop their skills in a secure, welcoming, family environment. Children are totally at ease in the childminder's care and enjoy themselves relaxing and playing with others after a day at school. The childminder understands her responsibilities with regard to safeguarding children, supervises them well, and has a child protection policy to support her practice. Parents keep well informed about their child's care as the childminder shares a daily diary and verbal information with them. Some information about her practice is displayed on a notice board within the playroom and all written policies are shared. The

childminder maintains a good range of documentation to support her practice, although the complaints procedure and child record forms are missing a little detail.

The childminder has a secure understanding of her role and is continually looking to develop her practice. She has been minding only a short while but has already made improvements, for example, by increasing her resources and by introducing clearly labelled storage boxes for children's toys. She speaks to parents and observes children's reactions to help monitor and assess her provision, although has no formal self-evaluation system yet in place. She has been proactive in obtaining a copy of Ofsted's self-evaluation form and has identified areas of training she would like to access to ensure her professional development is ongoing.

The quality and standards of the early years provision

Children behave very well and their manners are excellent as they live up to the high expectations the childminder has of them. The childminder treats all children fairly and with equal concern and is calm, reassuring and very supportive of children as they play. She helps children cope with their emotions by addressing their individual needs. The childminder's policies and procedures ensure children are protected from illness and infection. Children are familiar with daily routines, take their outdoor shoes off indoors and demonstrate an understanding of hygiene procedures as they wash their hands before and after handling food. The childminder provides them with a variety of home cooked meals and snacks. Children enjoy themselves as they help prepare their own food together. They concentrate as they choose which toppings they would like on their individual pizza for tea. They carefully arrange toppings, such as mushroom, pineapple, corn and tomato, and excitedly watch as the childminder puts the pizzas in the oven to cook.

Children play safely as the childminder has identified and minimized hazards. They understand right from wrong, for example, as they talk about how they can gently roll balls across the floor indoors, knowing that it is wrong to throw them. Children are allowed to play or rest according to their individual needs and the childminder uses opportunities, as appropriate, to reinforce and develop their learning. She encourages children to count the fish in the indoor tank while they wait to wash their hands and reinforces their awareness of shape, as she encourages children to identify the shapes of home made biscuits. Children use their imagination as they play with dolls. They take them for a walk in a toy buggy from the playroom to the dining room and then settle them for a sleep. They develop their conversational skills as they chatter to each other as they play. The childminder asks children questions to help develop their problem solving skills and plays with children at their level, but also understands when to step back and allow children free play. The childminder tries to incorporate all areas of learning into activities she prepares for children and plans to use learning journey records to track children's progress.

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?	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 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.