

Inspection report for early years provision

Unique reference number	112205
Inspection date	15/01/2009
Inspector	Lisa Ellis
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 has been registered since 2000. She lives with her partner who is also a registered childminder and their five children, of whom two are aged under eight years. They live in a house in a residential area of Fareham in Hampshire which is within walking distance to local schools, pre-schools, shops and parks. The house is accessible with mainly the ground floor being used for childminding. There is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of four children at any one time although this increases to seven children when working in partnership with the other childminder. There are currently nine children on roll who attend various days and times. Three of these children are in the early years age range.

The childminder holds childcare qualifications and is a member of the National Childminding Association. The family do not have any pets.

Overall effectiveness of the early years provision

The good individual care that the children receive at the setting promotes inclusion and helps to ensure that children's needs are effectively met. The childminder knows them well and provides a wide selection of activities to help them make progress in all areas of their learning and development. The childminder continuously improves her provision for children by acting upon recommendations raised at the last inspection and by updating her childcare knowledge through a range of training.

What steps need to be taken to improve provision further?

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

- further improve the records of children's attendance by ensuring that actual times of arrival and departure are recorded
- improve the evaluation of planned activities to monitor if the learning intentions are being met and if they are helping children to make progress in their individual learning

The leadership and management of the early years provision

Children are happy and learn to be independent in the childminder's care. She has formed strong relationships with parents and carers which enables her to provide consistency of care and promote children's welfare. New children are helped to settle into the childminding environment by having visits with their parents before they are left with her. Written references from parents are very positive, reflecting

that they are happy with the standard of care provided for their children. The childminder takes photographs of the children during their time with her and has put these on discs so the parents can share them with their extended families.

The childminder has a good understanding of child protection procedures and knows how to implement them to safeguard all of the children in her care. She has experience of working with other agencies in the protection of children and has booked herself on further training to keep her knowledge of safeguarding up to date.

The childminder has recently completed a self-evaluation of her provision to highlight her strengths and identify areas that can be further improved. She has already booked herself on additional training in relation to the relatively new Early Years Foundation Stage as she sees the benefits this may bring to the children in her care. She has previously undertaken Makaton training and is currently researching a course for British Sign Language to help meet the individual needs of all children.

The quality and standards of the early years provision

Children thoroughly enjoy their time with the childminder as she takes the time to learn about their individual likes and dislikes. She provides appropriate activities for the age and understanding of each child, letting them take the lead in choosing resources that are interesting to them. Children are observed as they play, with the childminder making assessments on their development to identify the next steps in their learning. Although most activities are child led, the childminder also organises some planned activities to ensure all areas of learning are covered on a regular basis. However, evaluations of planned activities are not being carried out to monitor if children are achieving the learning intentions or if the activities are contributing to the progress they make.

Children learn about their own health and safety during their time with the childminder. They are provided with varied and nutritious meals and snacks to promote healthy eating and are regularly taken outside into the garden and to local parks to play in the fresh air and to get some exercise to aid their physical development. The childminder has systems in place to reduce the risk of accidents, such as carrying out risk assessments and fitting safety features in her home. All of the required documentation is in place and is shared with parents as necessary to promote the welfare of the children. However, the register of children's attendance does not always provide a fully accurate record of the exact times of arrival and departure which may lead to confusion if there was an accident or incident.

Children benefit from being cared for in a safe, clean and welcoming environment. The childminder stores resources accessibly to give children choices in what they would like to do. Children are made to feel part of the setting as examples of their arts and crafts are displayed throughout their play spaces to value the contribution they make to the environment. Educational posters are also displayed at child height to help them with number and letter recognition. Children show pride at their reward charts on the wall which are used to promote the very good behaviour

they demonstrate, such as sharing, taking turns, being helpful and trying new things.

Very good interaction exists between the childminder and the children and they enjoy being in her company. As they play she extends their learning by adding new vocabulary and talking about what is going on around them, for example, when a man came to fit the street light outside the window. Young children squeal with delight as she plays music on a children's website for them to sing and dance to. They excitedly clap their hands and show interest as she changes the activities which helps them with their ever developing speech and fine and gross motor skills. Children learn about the world around them through resources and activities, such as celebrating festivals of all the children who attend the setting.

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 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.