

Inspection report for early years provision

Unique reference number	112823
Inspection date	26/01/2009
Inspector	Michelle Ann Parham
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 registered in 1990 and lives with her two children in a residential area of Denmead in Hampshire. The property is accessible as toilet facilities are situated on the ground floor. Children have access to the lounge, kitchen, playroom and ground floor bedroom, and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered to provide care for six children aged under eight years. There are currently seven children on roll, of which three are in the early years age range. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides an inclusive, safe and welcoming environment for the children, ensuring individual needs are identified and met. Satisfactory procedures are in place that adequately promote welfare, learning and development, with some areas identified for improvement to ensure the secure implementation of the new Early Years Foundation Stage (EYFS) framework. Some training has been undertaken since the last inspection and an account of recommendations contributes to continuous improvement measures.

What steps need to be taken to improve provision further?

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

- continue to develop the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- maintain assessment records to effectively measure children's progress in learning and development
- further extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development
- extend safeguarding policy to include procedure to follow in the event of an allegation made against the childminder or family member and ensure incidents and existing injuries are recorded accurately for the welfare of children
- review all policies and information supplied to parents to reflect the new Early Years Foundation Stage framework.

The leadership and management of the early years provision

Most required documentation and policies are in place and maintained, however some do not reflect new legislative changes. The childminder has an understanding of the signs that would cause concern. However, she has not recorded existing injuries and incidents to ensure issues are addressed effectively

and children are fully safeguarded. Positive measures are in place to identify and minimise hazards and risks for children in the home and on outings, and children regularly participate in fire evacuation so they are aware of the steps to take in an emergency. The childminder is becoming familiar with the EYFS requirements for learning and development and has made some progress. However, observations are basic and do not identify next steps for learning and there are no formal systems in place to monitor and evaluate progress. Some information is gathered about children's starting points, however this does not include current levels of knowledge and development which would ensure sufficient challenge and stimulation is immediately offered. The childminder knows the children well, and activities and resources reflect their interests. She supports children's learning through play with effective questioning. The childminder develops positive relationships with parents and seeks out feedback on the service she provides. Recorded comments from parents illustrate their support of the childminder and the care their children receive. The childminder has completed a brief self-evaluation, which enables her to monitor the provision and identify strengths and areas for improvement.

The quality and standards of the early years provision

The childminder appears to enjoy her role and builds warm and trusting relationships with the children. They clearly enjoy her company as they make requests for her to join in activities and happily 'pop' themselves onto her knee during play, for example. The childminder knows the children well, following their individual interests and providing activities they enjoy, such as colouring, building with blocks or decorating biscuits. She spends individual time with children, which has a positive impact on their verbal communication skills. Effective questioning during free play encourages learning as the childminder will ask children to count, recognise letters, numbers, colours and shapes and introduces positional and descriptive language. A suitable range of resources are provided that are well organised for children to access. This promotes independence and allows them to initiate their own choice of play. Children feel valued and important as the childminder interacts well throughout their time at the setting, listening and taking an interest in what they have to say. They benefit from positive behaviour management techniques used, such as praise and encouragement, discussion and distraction, and simple house rules which are discussed for their understanding. Children begin to learn the effect their behaviour has on others and are encouraged to be considerate.

Children can access the rear garden for outdoor play and have a selection of equipment to promote gross motor development. The childminder also plans visits to the local park and outings to places such as Moors Valley and Longdown Dairy farm. Children also walk to school on a daily basis, therefore physical fitness is encouraged and children extend their understanding of the world around them. Activities, such as planting sunflowers, promote discussion about growth and measuring activities whereby children experience the wonder of growing their own flower. Children also benefit from access to the computer and have opportunities to develop information technology skills using the mouse and keyboard and following simple instructions as they paint, match and identify colours, shapes and

numbers.

Parents provide packed lunches which are stored suitably in the fridge for freshness. The childminder supplements these with regular drinks and fresh fruit and vegetables for snacks, ensuring healthy eating is promoted. Children develop self-care skills and hygiene practices as they are encouraged to wash their hands at appropriate times. They are encouraged to wipe their nose regularly and to put their hand over their mouth when coughing to prevent the spread of infection. Children learn how to keep themselves safe as the childminder talks about road safety and dangers out of the home such as strangers and unfamiliar animals. In the home, they are reminded to be careful with toys such as not to throw them and are supported effectively when sitting at the table, which contributes to their good behaviour and safety. Children enjoy their time with the childminder in the homely environment where they confidently explore their play in comfort and ease.

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?	3
How well are children safeguarded?	3

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.