

Inspection report for early years provision

Unique reference number	112354
Inspection date	20/03/2009
Inspector	Anne Gunston
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 1989. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a total of six children under eight. At present, the childminder cares for four children in the early years age range and four school age children, all of whom require part-time care. The childminder lives with her husband and two adult children in a house in a residential area of Shirrell Heath, Hampshire. The ground floor of the property is accessible and available to children. There is a fully enclosed garden available for outside play. The family have a pet dog. The childminder is a member of the National Childminding Association and regularly attends toddler groups with minded children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children flourish in the childminder's care because she has detailed knowledge of their individual needs, gained from the established relationships which exist with parents. The childminder's methods of evaluating her service are effective and ensure that children are kept safe, well and develop good habits as active, independent members of society. Children enjoy their learning as the childminder provides a welcoming home environment and a wide range of experiences and play opportunities, which interest and stimulate each child.

What steps need to be taken to improve provision further?

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

- develop systems to liaise with other providers delivering the Early Years Foundation Stage curriculum for children to ensure progression and continuity of learning and care.

The leadership and management of the early years provision

The childminder has significantly improved the outcomes for children by fully implementing the recommendations made at her last inspection, and instigating a system to monitor the service she provides. She is very experienced in the care of young children and works in a supportive way with other child carers in the community, raising their awareness of facilities available to the children in the locality. The childminder has secure knowledge of how young children learn, by being cared for in a nurturing environment. However, she is not complacent and took action to prepare for and increase her understanding of the Early Years Foundation Stage (EYFS). All required records and policies are in place; these include a thorough risk assessment of potential hazards on the premises and the regular outings that children enjoy. The childminder evaluates each venue to assess the risks to children and prepares well for any eventuality. For example,

when visiting Hundred Acre Wood she carries a mobile phone and uses this opportunity to discuss 'stranger danger' with children. The childminder is very aware of her responsibility to safeguard children and demonstrates secure knowledge of the procedures to follow should she have concerns about a child in her care. In addition, she carefully assesses the needs of each child and monitors how many children she cares for at any one time; the childminder remains well within the conditions of her registration to safeguard all children and provide high levels of interaction and care.

The childminder provides parents with a comprehensive set of her policies when they first approach her. These are thoughtfully prepared documents and are a true reflection of her practice. She encourages parents to work with her in supporting children's learning and development by use of individual learning journey logs and daily diaries. When children first attend, the childminder asks that parents provide her with detailed information on their daily routine, which assists her in planning activities and ensures children make continual progress. Children settle quickly as they are able to bring favourite comforters or toys from home. The childminder has not yet been able to establish a two-way flow of information with everyone who is involved with individual children in her care, although she is willing to share her knowledge with other professionals once consent is obtained from parents.

The quality and standards of the early years provision

Children benefit from well-planned, purposeful activities throughout the day, which the childminder plans with their interests in mind. Children make good use of the outdoor environment where they spend time each day; younger children may enjoy their sleep in the fresh air and the childminder has identified safe areas for walks in this rural location where children can explore and be physically active. All children use the childminder's well-planned garden, which is a secure play space; children are able to make this their own in practical ways, such as painting the playhouse with their own designs. Children attend groups regularly to learn to socialise with other children and adults in a community setting. From an early age, children develop understanding of the impact of their behaviour on others. The childminder manages any unwanted behaviour in a calm manner, using strategies that are entirely appropriate for the child's level of understanding. Young children are reminded to think about safety and distracted from any unwise behaviour, such as throwing toys; the childminder makes sure children have time and space to play without interruption if they wish. She supports older children in gaining control over their feelings, giving them time and advice to deal with situations in the future. The childminder discusses any issues with parents and works with them to model a consistent approach to the children.

The childminder's interaction with the children is always positive and encouraging, and supports their learning at all times. Children's vocabulary grows as the childminder describes the activities they are doing, introducing children to the language they need to communicate. Children are able to be creative in many ways in this setting, for example, children extend their own ideas and may move the low-level chairs to create enclosed, cosy dens under the table. They use pencils and crayons to draw pictures, make marks and develop early writing skills.

The childminder demonstrates ability to extend older, more able children, building on their willingness to learn additional words.

Children's health and well-being is promoted at all times by the childminder, who is particularly careful that the family dog poses no risk to children. She directly supervises the children and does not allow the dog to have any unplanned contact with them. Children use resources that are regularly checked and cleaned; they learn to think about hygiene as the childminder sets a good example in this respect, using antibacterial hand gel as a practical alternative when hand washing is not possible. Children receive healthy snacks of fruit and have access to drinking water throughout the day; the childminder serves meals, which parents provide at times to suit children's individual routine. The childminder's policy of excluding children who have any contagious illness protects all from risk of infection. She holds a valid first aid qualification and maintains a stock of first aid materials, enabling her to take appropriate action if children have accidents or become unwell.

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.