

Inspection report for early years provision

Unique reference number	156442
Inspection date	23/07/2009
Inspector	Alison Jane Kaplonek
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 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 to care for children since 1989. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and children in the Oliver's Battery area of Winchester which is close to local schools and shops. All areas of the property are used for childminding and access to the premises is good. Toilet facilities are on the ground floor. There is a fully enclosed garden for outdoor play. The family has one cat.

The childminder is registered to provide care for six children under eight years. There are currently nine children on roll, all of whom attend part time. Three of these children are in the early years age group.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are welcomed into a warm, family environment where they are all equally valued and included. They are happy and settled with the childminder and her family and their welfare and learning needs are sufficiently well met. The childminder is relatively well organised, although some documentation required for the welfare of children lacks detail. Children enjoy a range of interesting learning experiences both inside the home and when visiting local amenities. However, planning is informal and not yet linked to children's individual next steps.

What steps need to be taken to improve provision further?

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

- keep an up to date record of the risk assessments which have been carried out.
- increase knowledge and understanding of local safeguarding children procedures and who to contact should a referral need to be made. Ensure that the safeguarding children policy is updated to include these local procedures.
- continue to develop and implement a self-evaluation system, to monitor the provision for children. Ensure areas for improvement are easily identified to enable continuous improvement.
- further develop systems for observing and assessing children's progress. Use these observations and assessments to identify learning priorities and plan relevant next steps for each child to fully extend children's learning.

The leadership and management of the early years provision

A satisfactory range of policies and procedures are shared with parents and ensure that most aspects of children's welfare and learning are generally well met. A suitable range of contracts, children's information forms and permission slips are also completed. Parents receive verbal feedback about their children's day with the childminder and share the folders of assessments and observations. The childminder has a sound general knowledge of safeguarding children, but has less understanding of local safeguarding children procedures and who to contact should a referral need to be made.

The childminder ensures that children are always supervised by an appropriate adult. She accurately records children's times of arrival and departure in her register. She ensures that her first aid training is kept up to date. The childminder has started to evaluate her practice, although this has not yet been used to monitor the provision for children or identify areas for improvement.

The quality and standards of the early years provision

Children make sound progress in their learning. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. They enjoy the daily routine which includes indoor games or activities such as drawing or play dough, role play and construction. Children walk everywhere and make good use of local amenities as they visit the shops or park. They enjoy using public transport to travel to the New Forest, planting their own miniature gardens, or visiting a restaurant. Social skills are given a priority and they learn to be polite to each other and to socialise with other young children and adults when they meet with friends.

The childminder has a satisfactory understanding of child development. She informally plans her day with the children and this includes activities in the home and trips out. However, assessments and plans are not yet clearly linked to the areas of learning and do not identify clear learning priorities or the next steps for individual children. Consequently, although the children are provided with an interesting environment and activities, these sometimes fail to fully extend children's learning.

Children play and learn in a generally well organised, safe and secure environment, where the use of clear rules and routines, and satisfactory record keeping, ensures their safety. Children learn to cross the road safely as they walk to school or pre-school. Risk assessments are carried out on the premises and outings, although records are not kept up to date. Healthy home cooked meals and snacks are provided for all children and young children can easily access their own drinks containers. Younger children enjoy selecting and peeling their own fruit and are often supported by the older children. Children know to wash and dry their hands before eating, and confidently dry their hands with the individual paper towels provided.

Children are welcomed into the setting and provided with the resources to help them talk about differences and valuing each other. They enjoy celebrating birthdays and organising parties. Praise and the use of positive strategies ensure that they are gaining in confidence and self-esteem. They behave well and are polite, both to each other and to adults. Older children frequently offer to help the childminder with the care of the younger children.

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?	2
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

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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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