

Inspection report for early years provision

Unique reference number	113228
Inspection date	07/01/2009
Inspector	Lynne Elizabeth Lewington
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 was registered in 1993. She lives with her husband and three children aged between six and 15 years of age. They live in a three bedroom house in Oakley, a village on the outskirts of Basingstoke. The whole ground floor of the house is used for childminding, which includes a playroom. There is a fully enclosed garden for outside play, level access to the premises and toilet facilities on the ground floor. The family have pet rabbits and a fish.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children under five on a part time basis and seven school age children, some on a daily basis and others occasionally. The childminder takes and collects children from the local pre-school and schools. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder supports children with learning difficulties and/or disabilities. She is a member of the Hampshire Cluster approved childminding network. She runs a childminding group in the community for childminders and their minded children, as well as for local children and their parents. She is a member of the National Childminding Association (NCMA) and the local childminding association.

Overall effectiveness of the early years provision

The childminder clearly enjoys her role and takes positive steps to ensure the environment is inclusive and welcoming to all who use her service. Children benefit positively from warm, nurturing relationships with the childminder, who understands and meets their individual needs well. The childminder is constantly developing her knowledge through training opportunities, indicating her commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to analyse and share information regarding children's development and progress

The leadership and management of the early years provision

The childminders comprehensive self-evaluation indicates her realistic awareness of her strengths and weaknesses and how through her training she is developing areas of her practice. For example, she has used her knowledge to develop risk assessments for the premises and outings. All the required documentation is in place to inform and provide clear records of the service offered to children and their families.

Warm welcoming relationships are developed with parents through sharing information about the children. The childminder uses many ways to inform parents of their child's activity, for example, through daily face to face contact, sending photographs and messages by email, text messages, and a daily diary. She adapts to meet the individual family requirements. Children's individual needs are further promoted by the childminder's willingness to work with other professionals as required.

Children are safeguarded by the childminder's clear understanding of the signs and symptoms of child abuse and the action she would take if she was concerned about a child in her care. A clear policy is in place to support her practice and inform others of her role.

The quality and standards of the early years provision

Children experience warm, nurturing loving care from the childminder, enabling them to develop confident, meaningful relationships with her. Young children enjoy cuddles and kisses from the childminder as they look at books or drink their milk. This warm, loving care helps the children to feel secure and important in the environment. They watch her expressions and learn and develop from this close relationship.

Good health is encouraged through sensible hygiene routines and a clear sickness policy. Children enjoy a varied and nutritious diet provided by the childminder, which includes fruit, vegetables and meat or fish, or they can have meals provided by their parents. This indicates the childminder's wish to work sensitively with parents and meet their wishes.

Children have many opportunities to develop their physical skills. They crawl confidently, making use of the large floor space available for them and pull themselves to standing with the aid of the furniture and suitable, age appropriate toys. The childminder encourages children to use their senses. They feel items, smell them, sometimes taste, talk about the textures and what they can see.

The childminder talks and listens to the children attentively; she asks questions and encourages children to think. For example, when water was frozen due to the cold weather, children felt the ice, and talked about how it felt and what they thought had happened. This provides opportunities to extend knowledge and understanding of the world and their communication skills. They undertake cooking activities, measuring or counting ingredients and using physical skills to stir and mix ingredients.

Children experience outings in their local community, enabling them to develop an awareness of their local environment. They develop their social skills as they mix with other children and adults at local children's activities. Children are developing their abilities to make a positive contribution to society and contribute to economic well-being as they are learning to behave respectfully to others, use good manners, to enjoy learning and to take an interest in the world around them.

The childminder demonstrates a good awareness of child development as she offers the children fresh challenges which will extend their learning and development each day. However, currently this information is not recorded in a way that relates to the early learning goals or indicates the next steps in the children's learning.

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.