

Inspection report for early years provision

Unique reference number	112503
Inspection date	25/02/2009
Inspector	Michele, Karen Beasley
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 1991 she lives with her husband and two older adult children in a detached house in Waterloooville. The premises are easily accessible from the road close to local schools, shops and parks. Minded children have access to the ground floor of the property and a rear garden available for outside play. The family have a dog, cat and lizard.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to five children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder drops off and collects children from the local school and pre-school. She runs a toddler group and is a member of a childminding group.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled during their time with the childminder. Policies and procedures are implemented to ensure the children's welfare is promoted. All children are making some progress towards the early learning goals, although the procedures to monitor the children's development and progress in all areas of learning are not fully developed. The childminder has a satisfactory knowledge of the strengths and weaknesses of her provision and practice, and has identified future areas of improvement to address.

What steps need to be taken to improve provision further?

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

- further develop knowledge and understanding of safeguarding children issues
- ensure garden gate is made safe
- further develop knowledge and understanding of the Early Years Foundation Stage to ensure children continue to make progress in all six areas of learning
- plan and organise a range of activities to extend the children's experiences to ensure a well balanced programme is provided and all six areas of learning are covered
- continue to build on and maintain effective working partnerships with parents, carers and other agencies in relation to children's learning and development
- develop systems to effectively monitor the children's progress, using the information to identify the children's next steps and share the information with parents to enable them to build on their children's learning at home.

The leadership and management of the early years provision

The childminder has made some improvement since her last inspection. However, the side garden gate to the property remains unsafe. The childminder has some understanding of the Early Years Foundation Stage to support the children. However, her knowledge of the six areas of learning is limited, making it difficult for her to effectively monitor the children's individual progress or identify their next steps in learning. Although plenty of information is shared openly with parents about the children's individual welfare needs and general well-being, limited information is passed on about the children's learning. Consequently, parents are not able to fully build on their children's learning experiences at home.

The childminder does not have an up to date awareness of safeguarding issues, as she has not accessed training for a considerable amount of time. There are arrangements in place for working together with other carers to support children's learning and development. This has yet to be developed as it is in its infancy. The childminder can identify her own strengths and weaknesses to address her practice. Some thought has been given to identifying areas for improvement. For example, the childminder talks about improving her written observations of the children and activities to include further assessment and photographs; to more readily identify learning and development needs to extend children.

The quality and standards of the early years provision

Children have access to a range of resources and play materials that are suitable for their age and stage of development. They are able to self-select resources from toys, which are stored in low level stacking boxes in the designated playroom and on the floor. This increases their independence and freedom of choice. Children have opportunities to initiate their own play throughout the day. For example, children use their imagination well during activities such as role play. The childminder plans and organises some activities to ensure a well balanced programme is provided for the children, to broaden the children's experiences. They learn about current celebrations and festivals such as Chinese New Year. They colour in pictures depicting Chinese New Year and fill pancakes with various fillings such as bananas, cream and jam for pancake day.

The childminder talks to the parents about children's allergies and this information is recorded in the children's registration forms, ensuring their individual needs are being met. Children are developing good self-care skills and know when they have to wash their hands so that they are clean for eating. Children are beginning to learn about the importance of keeping themselves safe through discussions and routines. For example, they cross roads using lollipop people and know when to hold hands near busy roads. Children are well behaved because the childminder implements clear rules and boundaries consistently. Consequently, children know what is expected of them and they are eager to please, enjoying the praise and recognition that follows. The childminder gives clear explanations to the children, aimed at their age and stage of development, increasing their understanding of right and wrong. Children's spoken language is developing well, as the childminder

talks to them, engaging them in conversation during their time at the setting, which helps to develop their social skills effectively.

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.