

Inspection report for early years provision

Unique reference number	110782
Inspection date	18/03/2009
Inspector	Christine Coram
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 1994. She lives with her children, aged 20 and 17 years, in the village of Hordle, close to the local park, school and pre-schools. The whole of the ground floor of the childminder's home is used for childminding, with a first floor room used for sleeping. She has a budgie, gerbils and a cat as pets. The family also have reptiles in cages in rooms that the children do not access.

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 13 children, in part-time places, of whom nine are in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and pre-schools, and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are settled, stimulated and happy in the childminder's care. They demonstrate that they are very comfortable and confident as they play independently or cuddle her when tired. The childminder meets their individual needs because she knows their backgrounds and stages of development through close work with parents and careful observation. Children benefit from her clear commitment to improve and develop, and to provide the best care that she can.

What steps need to be taken to improve provision further?

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

- continue to develop confidence in assessing children's progress and the system for evaluating the next steps for their development

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from all parents to seek necessary emergency medical advice or treatment and ensure that, in future, this is in place before the child is admitted (Safeguarding and promoting children's welfare)

01/04/2009

The leadership and management of the early years provision

The children benefit from a day that flows seamlessly because the childminder is well organised and calm. The learning environment is child-orientated and stimulating. Children have plenty of space to play and learn, and they can easily access the resources.

The childminder has a realistic view of her work and abilities, and is able to evaluate her strengths and areas in which she can improve. Her plans for development are clear, and provide an effective basis to improve outcomes for the children. As part of her effective self-evaluation, she seeks the views of parents and others, asking them to write testimonials and suggest improvements that she could make. These are all very positive and reflect her close working relationships with them. She liaises closely to ensure that there is continuity in the children's care. She also liaises with the other settings that the children attend.

Safeguarding is a high priority and the childminder has effective procedures in place to promote this. She is clear about the issues and local procedures, and how to address any concerns she might have about a child. Her risk assessments are comprehensive and identify hazards with a daily tick list to ensure that they are minimised.

The quality and standards of the early years provision

Children learn and develop at their own pace and the childminder promotes this effectively through the activities and outings that she plans and provides. They enjoy these and benefit from plenty of choice. The balance between child- and adult-led activities means that they develop independence and self-confidence. They also develop self-esteem as the childminder prominently displays their work and creations. She has many photographs of the children on the kitchen wall. The children progress because the childminder is clear about their levels of development and has plans for each child's progression. However, she lacks confidence in the different areas of learning and this potentially affects the balance of her assessments.

Children enjoy many opportunities for fresh air and exercise. They explore and investigate as they play in the garden and benefit from the freedom the childminder gives them to choose what they do. They are constantly developing socially and in varied skills. They develop an excellent understanding of safety through the childminder's reminders and clear explanations. For example, a two-year-old pulls another child from behind the door before he opens it so that he does not squash her. The childminder also has exceptional methods to promote children's health, including activities and posters that help the children to take responsibility for their own health needs. Children enjoy healthy snacks and regular drinks. The childminder reminds them to drink and offers them their cups during outside play.

Children behave extremely well and respond immediately as the childminder

maintains clear boundaries. The two-year-olds play together remarkably well and rarely need to be reminded to share. They have freedom to negotiate together. For example, when they are playing in the sand-pit, a minor argument begins. The childminder monitors the situation but allows them to resolve it together, building negotiating, problem solving and social skills that will benefit them in future life.

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?	1
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?	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.