

Inspection report for early years provision

Unique reference number	110827
Inspection date	09/03/2009
Inspector	Louise Bonney
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 registered in 1995 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Four Marks, Hampshire. A self contained extension of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder has four children on roll, all of whom are in the early years age group. A maximum of six children may attend at any one time. The childminder provides care on weekdays throughout the year. The childminder takes children to the mobile library and for walks in the locality.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children settle well through the childminder providing an environment that is welcoming to all and she caters for their individual needs. She has good relationships with parents who highly value her service. The childminder attends some training, such as for the Early Years Foundation Stage, which helps her evaluate and develop her provision. Children are safeguarded through the childminder implementing appropriate procedures which she shares with parents.

What steps need to be taken to improve provision further?

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

- link observations of children's achievements to the early learning goals and use these observations to further assess and monitor their progress in all areas of learning and aspects of development
- develop a regular two-way flow of information with other providers, such as preschools, to share the children's development and learning records and any other relevant information
- reflect and value children's home cultures and languages within the provision.

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare)

24/03/2009

The leadership and management of the early years provision

Parents value the childminder's provision highly and find their children settle very well and thrive in her care. Through discussion at handover, photographs and items brought home parents are able to further support children's learning at home. The childminder develops appropriate policies and procedures and shares these with parents. This safeguards the children. However, she does not seek their consent for requesting emergency medical advice or treatment, which is necessary under the Welfare requirements. The childminder attends some training which helps her evaluate her provision and acts upon external advice. She develops her provision and now records observations of children's progress, provides regular opportunities for sand and water play and offers healthy snacks such as bread sticks and raisins. She identifies the need to develop systems to promote links with other providers such as playgroups to further build on children's previous learning and experience. The childminder establishes routines that suit children's individual needs in liaison with parents. She is familiar with children's home cultures and languages. However, she does not sufficiently reflect these within her provision to help children develop self awareness and esteem, and to learn about and value similarities and differences.

The quality and standards of the early years provision

Children develop good levels of confidence in the provision and settle immediately. Toddlers show pleasure and curiosity on arrival when they see the two large bowls of coloured water, scoops and small pots set out, and immediately want to participate. This reflects how well the childminder knows what interests the children and stimulates their play and learning. Children develop good levels of independence as they make choices and select their activities, moving between areas to role play in the kitchen or fetch tractors and a tray to put them on from low storage units. Toddlers show awareness of technology as they turn on battery operated keyboards and press various buttons for different sounds, or help set up the tape recorder to listen to music. The childminder follows the children's interests and uses them to extend their learning. She introduces books about farms and tractors, or notices when they start to try to thread pasta and provides more threading toys. She promotes communication skills well and constantly interacts with toddlers, models new language, repeats what they say and encourages them to describe and recall. Children learn about their community as they go for walks to see diggers, steam trains or visit the mobile library and local shops. The childminder helps children develop appropriate behaviour by introducing games that require them to share and take turns. This helps children make good progress in their learning and development.

The childminder has clear understanding of children's stages of development and their interests, such as filling and emptying containers, which helps her plan suitable activities to promote their further development. She records observations of children during their activities but does not use these to analyse children's progress towards the early learning goals. This impacts on how effectively she is able to monitor children's progress across all areas of learning and development

and to identify any possible gaps in provision.

The childminder provides good support for children's health and safety. She establishes routines that support good hygiene. Toddlers independently go to wash their hands after messy activities, with the childminder giving discreet support. Children know to put their lunches in their allocated boxes in the refrigerator when they arrive. This supports their developing awareness of good hygiene. Children have daily opportunities for fresh air and exercise, either when they go on walks locally or as they play in the garden. The childminder risk assesses the premises and outings and routinely carries out checks, such as before leaving for a walk. Toddlers show awareness of safety during walks as they hold the childminder's hand, wear their reins and carefully close gates. Indoors they know only the childminder is allowed to plug in the tape recorder. Children have some opportunities to develop control and assess risk as they use larger equipment in the garden, such as slides and wheeled toys. This supports the children's safety.

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?	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?	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.