

Inspection report for early years provision

Unique reference number EY137297
Inspection date 30/03/2009
Inspector Loraine Wardlaw

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 was registered in 2002. She lives with her husband and two children aged over seven in Compton, near Winchester. The home is within walking distance of local parks, schools and pre-schools. The whole of the home is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children at any one time and is currently minding seven children, part-time, three of whom are in the early years age range. The family have a pet rabbit. 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 thrive on the very positive attention and interaction they receive from the childminder, who meets their learning and welfare needs in a fun way and with success. She is careful to give the children equal amounts of her time and values each unique child and their background. Children have a stimulating time at the childminder's home because she effectively tunes into each child and their individual needs. Good self-evaluation takes place, which correctly identifies the areas for future improvement.

What steps need to be taken to improve provision further?

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

- use the Early Years Foundation Stage guidance to further assess children in all six areas and aspects, implementing their next learning steps
- ensure worksheets undertaken by older or more able children are underpinned by practical, active learning experiences
- further develop partnerships with other providers and parents, working cohesively together on children's learning and development

The leadership and management of the early years provision

The competent childminder organises her service effectively to ensure children are well cared for and are given good support throughout the day. She consistently puts children first and successfully organises her time to ensure children are well stimulated and engaged in learning. Her natural skill and ability to facilitate good learning opportunities means that despite not having or using the Early Years Foundation Stage (EYFS) guidance, good outcomes for children are being promoted. She is well qualified and experienced and draws upon this to facilitate her good quality provision. Since her last inspection she has gained level 2 Quality First, National Childminding Association accreditation, which gives her a better understanding of how to implement quality practice. Self-evaluation is ongoing through the accreditation and through self-reflection, which is well targeted to

bring about future improvement. Her documentation and record keeping are kept up-to-date and fully support children's welfare. Partnership with parents and other carers of the children is good, although more effective links with regards to children's learning and development is needed to enhance the provision further. The approachable and friendly childminder communicates well with parents, which includes a daily childminding journal for younger children. Some self-devised policies and information about the childminder underpin the practice and are shared with parents. Children are safeguarded well because the childminder is confident about the procedure to follow should she have concerns about a child. Risk assessments are regularly carried out by the childminder who is vigilant with regards to children's safety. For example, clear guidance is given about not throwing play dough across the table to a friend because they may hurt the other child's face.

The quality and standards of the early years provision

Children are very happy and enjoy a stimulating time in the care of the childminder; they excitedly give her a big hug when she greets them from pre-school, because they have an excellent relationship with her. This is built on extremely clear boundaries, fun experiences, good interaction and very good mutual respect for one another. The childminder is very careful to boost children's self-esteem and confidence, giving them high, consistent praise and excellent opportunities to develop their independence. For example, they help with the routines of the day and week, such as pulling the rubbish bin to the back of the house and independently make their sandwiches for lunch. They spontaneously recognise the numerals on the bin and talk about their own house numbers, even confidently asking the visitor, 'What is your number?' The children know the routines well; they excitedly sit on high stools in the kitchen to select their bread and fillings. The childminder is careful to weave in lots of different learning objectives during the lunchtime; three and four-year-olds count how many slices of bread and sandwiches they would like, showing the childminder their fingers and talk about what shape they would like. One child says they would like a circle and so they use a technological tool to make the shape and knife to spread the butter. Another child says they would like a square, pointing out the shape on the tile in the kitchen. Children pour their own, the childminder's and the visitor's drinks of water at the table. They all sit socially together at the table recalling their pre-school morning and home experiences from the weekend; the childminder is skilled at promoting children's communication and thinking skills. They engage in lots of conversation with the childminder who expertly promotes their critical thinking. They ponder on how one of the children would get a new bed from a shop to their home, and come up with many ideas; walking, using a trolley, a car and then finally say 'a van' when the childminder gives them a big clue. They laugh and have fun together. Children enjoy an abundance of art and craft activities during their time with the childminder; they take part in cooking activities, free painting, painting using different techniques, adult-directed craft activities, such as robot and cat puppets and recyclable model making. Older, more able children enjoy completing activities in their 'work book' which includes a variety of activities, such as creating a pastel picture and number, capacity and volume worksheets; however these worksheets need to be backed up by practical, active learning to

enable the children to have a greater understanding of the concepts. The childminder is able to accurately assess children's development levels and provides activities that challenge them, but she does not use the EYFS guidance to ensure she is covering all areas and all aspects as best she can. Children learn about how they can keep safe; they recall the fire evacuation procedure and talk about the wrist straps they use when out walking with the childminder. They pretend to be dogs on a lead and give each other different names, developing their imaginations whilst keeping safe. They are very familiar with the personal hygiene routines of washing their hands before lunch, using separate hand towels and flannels, which minimises cross-infection.

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?	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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- expand the written statement of procedure to be followed in relation to complaints and have a system in place to keep a written record of any complaint, the outcome of the investigation and any action taken (Procedures for dealing with complaints)

13/04/2009

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.