

Inspection report for early years provision

Unique reference number	112375
Inspection date	20/02/2009
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 1999. She lives with her husband and two older school aged children in a house in Denmead. 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 fully enclosed rear garden available for outside play. The family have a rabbit.

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 six children in this age group on a full and part-time basis. 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 collects children from the local school and attends a childminders and toddler group on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled during their time with the childminder. She takes the time to get to know the children and their families well, enabling her to meet all children's individual needs as they make progress towards the early learning goals. Policies and procedures are implemented effectively to ensure the children's welfare is promoted successfully. An inclusive environment is provided where suitable toys and equipment are available to all children.

What steps need to be taken to improve provision further?

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

- introduce robust procedures to identify children's starting points and assess their ongoing progress towards the early learning goals
- use the recorded observations of children's progress to assess their learning needs and share this information with parents and carers to plan future learning

The leadership and management of the early years provision

A range of policies and procedures are in place, ensuring that all aspects of children's welfare and learning are met. These are shared with parents and the children's information forms are completed, enabling the childminder to meet the needs of all the children who attend. The childminder has a sound awareness of safeguarding issues. The childminder provides a caring approach and has

implemented good health and hygiene procedures. Appropriate safety equipment is in place and the childminder has considered how to keep children safe when they go on outings. The required documentation is in place. Parents spend time sharing information to help the childminder get to know their child in order to ease the settling-in process. Daily discussions are used to update parents on their child's care during the day. Individual daily diaries are used as a communication tool for parents of younger children. 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 uses self-evaluation to identify 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 daily records of children's activities to include further observation and assessment; using her observations of the children to more readily identify learning and development needs to extend children.

The quality and standards of the early years provision

Children are learning because the childminder provides an environment where they are encouraged to develop their independence. Children select accessible resources they wish to play with from a variety of toys suited to their stage of development. They enjoy a mix of adult-led activities and child-initiated play. Children visit the local aquarium and look at reference books about sea life and colour in pictures of frogs and sea horses. The childminder supports their learning. Evidence shows that children enjoying creative activities such as cooking, being outdoors and being occupied with various age appropriate resources. The childminder has knowledge of children's learning and development needs. She is planning on evaluating her observations and taking more photographs of the children engrossed in activities to record their progress towards the early learning goals.

Children learn how to keep themselves safe from an early age as the childminder reminds them to sit on chairs properly in case they fall and hurt themselves. The childminder has organised her home well to provide plenty of space for children to free flow from indoors to outdoors. Children have daily opportunities to benefit from fresh air and exercise through visits to the park and local groups and attractions. The childminder encourages children to develop healthy eating habits and liaises with parents and children to provide nutritious light meals and snacks. Children are beginning to learn a good sense of right and wrong because the childminder implements clear rules and boundaries consistently. As a result, the children know what is expected of them and are keen to follow simple instructions, knowing it will lead to praise and recognition of their efforts. The childminder reminds the children of the rules, gently and calmly, building their self-esteem and confidence effectively. Children are developing respect for others. For example, children are beginning to show consideration for others as they pass the toys and help each other throughout the day. The childminder helps young children to develop their language through speaking clearly and listening intently to what children say to her. This gives children the confidence to practise their speech and to develop a wider vocabulary whilst they play.

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.