

Inspection report for early years provision

Unique reference number	EY293933
Inspection date	20/01/2009
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 2004. She lives with her partner and their two children, one of school age and the other a toddler. They live in a house in Havant close to Leigh Park Country Garden, Hampshire. The house is accessible from the road. The childminder is able to walk to the local shops, school and parks. All areas of the property are used for childminding, this includes the lounge, playroom and a sleep room on the ground floor. There is a fully enclosed garden which is available for outside play. The family have pet rabbits.

The childminder is an accredited and qualified childminder. She is registered to provide care for a maximum of four children at any one time on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is currently providing care for two children in the early years age group.

Overall effectiveness of the early years provision

The childminder promotes exceptionally well aspects of children's welfare, learning and development to ensure they are safe and progress through the early learning goals. She has an in depth knowledge about adapting the environment, activities and resources to ensure all children are wholly involved and reach their full potential. The implementation of clear policies, procedures and records of children's progress is a key strength, which contributes very highly to ensuring children's needs are met. The childminder uses self-evaluation to identify her strengths and weaknesses which she is very pro-active to address.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to build on and maintain effective working partnerships with parents, carers and other agencies in relation to children's learning and development

The leadership and management of the early years provision

The childminder has made good progress since the last inspection, addressing all the previous recommendations in full. For example, all written parental consents are in place. The childminder is committed to promoting children's welfare and supporting their learning and development. Children are secure and happy in her care because she is exceptionally organised and very professional in her approach to childminding. A comprehensive and detailed range of policies and procedures provide a very strong written framework for the provision and these are shared with parents so they have a very good understanding of the ethos and

organisation of the setting. The childminder has identified and attended a number of relevant courses and additional training to further her childcare qualifications and knowledge. She is an accredited childminder and is committed to ensuring her provision is inclusive to all children and families. The childminder makes regular formal written risk assessments of the home to check there are no hazards that present a danger to children. Children know what to do in an emergency because they practise regular fire drills. She demonstrates an exceptional understanding of the Early Years Foundation Stage which enables her to promote all outcomes for children. She has devised systems to enable her to liaise with other early years providers to meet the needs of the children. The childminder is fully committed to improving her provision and has clearly identified areas for development on her self evaluation form. The childminder actively obtains views from parents through verbal feedback, acting on these to make improvements to her provision.

The quality and standards of the early years provision

Children are happy and enjoy their time with the childminder because the activities and resources are organised exceptionally well. For example, children are engaged in a balance of child initiated play and more focused adult led activities, such as number games. Children have access to the labelled toys and resources stored in low level storage in the lounge and the playroom. Children show high levels of independence as they self-select games and resources, building their confidence and decision-making skills effectively. The childminder has an exceptional knowledge of children's learning and development needs. She makes detailed written observations and takes photographs of the children engrossed in activities to record their progress towards the early learning goals. These effective assessment systems clearly identify and record each child's next steps of learning. This means that learning opportunities are not missed and parents are consistently informed of these next steps, so they are involved in this part of their child's learning and development. Children learn about different media, as they take part in art and craft activities, such as painting and play dough. They have opportunities to use their imaginations well, as they role-play with each other and often invite the childminder to join in.

Children enjoy using a very secure environment. The childminder has provided plenty of space for children to free flow from indoors to outdoors. She ensures the children reap the benefits of the fresh air daily, as they go for walks and make good use of the local attractions, parks and Sure Start Centres. The childminder encourages children to develop healthy eating habits and liaises with parents and children to provide nutritious planned home-cooked meals and snacks. Children behave well because they have devised their own book of behaviour which implements clear rules and boundaries consistently. The children know what is expected of them and receive lots of praise and encouragement, helping them to develop a clear sense of right and wrong. Children use a wide range of resources reflecting diversity, helping to develop their understanding of the wider world. Children are beginning to show consideration for others and talk openly about differences as they play with small world figures who have disabilities.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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.