

Inspection report for early years provision

Unique reference number	151000
Inspection date	02/02/2009
Inspector	Michelle Ann Parham
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 2000 and lives with her husband and two children in a residential area of Ann's Hill, Gosport in Hampshire. The property is accessible as toileting facilities are situated on the ground floor. Local shops, War Memorial Hospital, beach, park and Leesland Infant and Junior Schools are within walking distance of the home. The ground floor area of the home is used for childminding with the master bedroom used for sleeping if required. There is a fully enclosed rear garden area available for outside play. The childminder is a member of the National Childminding Association. The family have a rabbit housed in the garden. The childminder is registered to provide care for six children aged under eight years. There are currently nine children on roll of which seven are in the early years age range. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder attends groups for children on a regular basis.

Overall effectiveness of the early years provision

Satisfactory procedures in place ensure children's welfare; learning and development needs are appropriately met as the childminder recognises that all children are unique and have individual requirements. The childminder has made some steps in implementing the new Early Years Foundation Stage (EYFS) however is not yet confident and fully understanding of all aspects. Some informal review of the service offered to children and parents contributes to continuous improvement and the childminder takes note of recommendations from previous inspection. She has also renewed her first aid qualification when required to ensure children can be cared for effectively in the event of an accident or ill-health.

What steps need to be taken to improve provision further?

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

- extend knowledge and understanding of the Early Years Foundation Stage requirements
- continue to develop the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- devise and implement a system to effectively measure children's progress in learning and development
- further extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development.

The leadership and management of the early years provision

The childminder organises the provision to ensure children have appropriate equipment, resources and activities to help them make satisfactory progress in

their learning and be supported in their care and development. Children are safeguarded as required checks are completed on all adults which ensure they are suitable. Risks are identified and minimised in the home and the childminder is clear of issues that would cause concern and of procedures to take to ensure the protection of children.

The childminder has started to complete observations of children, however these are currently basic and lack required detail such as identifying next steps and evaluation of outcomes. Children make satisfactory progress in learning as the childminder is a sound communicator who uses effective questioning in play. Informal monitoring occurs as the childminder responds to children and parents and also continues to extend her resources however she does not yet use formal self-evaluation to comprehensively review all of the provision which would highlight strengths and areas for improvement.

Some information is gathered from parents in regard to children's care routines, however this is limited and does not always include their starting points in regard to levels of learning and development to ensure sufficient challenge and interest for children. Daily journals show activities and care routines which enable parents to have an insight into their child's day and include them in their learning. Overall children's individual needs are met as the childminder develops sound relationships with parents and most of the children's other key persons/carers which promotes some partnership working and targets identified for learning. All required documentation for the early years register is in place and maintained to a satisfactory standard.

The quality and standards of the early years provision

Children are happy and relaxed at the setting as the childminder forms warm and trusting relationships and provides a homely environment. They freely engage in play and in conversation with the childminder and her family members evidencing how children feel secure in her care. They begin to gain an understanding of the wider world as the childminder provides regular outings to soft play areas, children's groups, to the duck pond or local harbour to see the ships. This also offers children opportunities to mix with others and further develop social skills. The childminder recognises that children are individual and is keen to ensure all children of varying levels can be included and participate, therefore ensuring inclusion. Children have opportunities to develop their fine and gross motor skills as they develop hand/eye coordination using the hamma beads or using templates or as they use the enclosed trampoline in the rear garden or walk to the local school on a daily basis. Children are supported in their play as the childminder spends her time with them involved in activities and has the occasional support of her husband as an assistant when he is in the home. This is particularly useful for younger children who enjoy individual attention or during busy periods, such as mealtimes. Children benefit from activities that contribute to a balanced curriculum of learning which promotes skills for future economic well-being. For example as the children plant sunflowers and tomatoes they learn about how things grow, size and measurements. Through baking fairy cakes or apple and blackberry crumble they learn about healthy foods, explore texture, follow simple instructions and

learn how to keep safe in the kitchen.

Babies and young children are provided with suitable resources for their stage and for example, discover how interactive toys work through exploration and support of the childminder. She promotes their language development as she repeats simple words and helps small children identify simple shapes and colours during play. The childminder knows the children well in her care and allows them to follow their interests by providing varying resources such as templates, colouring books, paper and mark making tools for children who have a love of colouring and drawing.

Children gain an understanding of keeping safe through discussion and daily routines such as using the crossing patrol officer. They practise the fire drill and talk about other hazards outside of the home such as strangers and unfamiliar animals. Children gain an understanding of differences and similarities through resources that reflect diversity. This helps them learn to value others, build self-esteem and understand the wider world. Techniques to manage behaviour are positive and stage appropriate, such as discussion, occasional time out, distraction, praise and encouragement and reward of stickers. Systems in place promote children's health as they are encouraged to follow regular hand washing and to join sports groups for enjoyment and fitness. The childminder is a qualified chef and promotes healthy eating ensuring the children drink lots of fresh water to ensure they are hydrated and well nourished.

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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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:

- devise written statements of safeguarding procedures and complaints procedures for parents information. 02/03/2009

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

- devise written statements of safeguarding procedures and complaints procedures for parents information. 02/03/2009

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.