

Inspection report for early years provision

Unique reference number	111859
Inspection date	26/02/2009
Inspector	Lynne Elizabeth Lewington
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 grown up children in Basingstoke. The ground floor of the property is used for play and rest. The garden is not included in the registration. There are two steps up to the property and toilet facilities are available on the ground floor.

The childminder is registered to care for a maximum of six children at any one time and there are currently seven children on roll; two are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary register. She walks to local schools to take and collect children. The childminder uses the local facilities such as parks, the library and Jumping Jacks; an indoor soft play area. She attends the local parent/toddler group. The childminder is a member of a national childminding association quality assurance scheme. The family has two cats.

Overall effectiveness of the early years provision

Overall the service is good. The childminder ensures children receive warm nurturing care, where they have good opportunities to safely learn and develop. Due to good information sharing systems the childminder is fully aware of children's individual backgrounds and needs. This enables her to respond to their individual requirements appropriately. Continuous development is achieved through attending training opportunities relevant to the childminding service offered.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment skills
- continue to develop self evaluation skills

The leadership and management of the early years provision

Good care is taken to safeguard children. The childminder has a clear awareness of the signs and symptoms of child abuse and the action she would take if she was concerned about a child. Children learn about safety as they undertake their play. For example, they learn about road safety and to use the play equipment appropriately in the park. Sensible measures have been taken throughout the premises to promote safety, including planning and practising an evacuation procedure. Regular risk assessments are undertaken, ensuring that environments and resources used by the children are safe and suitable for their use.

Very good communication with parents ensures children's needs are fully understood. A daily diary is used in addition to face-to-face communication.

Information from parents is valued. For example, parents provide the daily routine of a very young child. This enables the childminder to maintain a familiar routine with the child, increasing the child's sense of security and emotional well being. Children's progress is discussed with parents on a regular informal basis. Parent's views of the service have been sought by the childminder and all responded favourably, indicating they are happy and confident in the quality of the service offered. Links with other people and services involved with children are developed as required.

The childminder is beginning to self-evaluate her service and as a consequence has made changes to the methods she uses to observe and record children's progress and achievements. This indicates the childminder's commitment and interest in her role.

The quality and standards of the early years provision

Children learn appropriate hygiene routines which helps to prevent the spread of germs. They experience continuity in their diets, as all food is provided by parents and drinks are easily available to prevent dehydration. Appropriate procedures are in place for sick children and clear records of medication and accidents are maintained and shared with parents and carers. The daily routine includes good opportunities for rest, stimulation and nourishment, enabling the children to feel comfortable to enjoy their activities.

The childminder has a good awareness of the areas of learning and is developing her abilities to observe and identify the children's emerging skills. She offers a rich variety of experiences in the local community, enabling the children to build their social skills. They visit local parks, the local library for story time, a soft play area, a toddler's group and feed the local horse and donkey. Children undertake activities relevant to traditional and cultural events and the time of year, increasing their awareness of the wider community.

Books and toys are easily accessible to children, enabling them to make their own choices and increase independence. There is a suitable mixture of child-lead and adult-lead activities to encourage children's interests and introduce them to new ideas. Children consolidate their learning by repeating activities and through opportunities to extend the activity. For example, a young baby is challenged to stretch and reach for interesting objects, encouraging physical development. The childminder sits at the baby's level and praises the baby's activity. The young baby smiles and responds with excitement to the childminder and her words.

Children are encouraged to show good manners and respect people and property in all that they do. The childminder sets a good example to the children through her calm and patient nature.

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?	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.