

Inspection report for early years provision

Unique reference number	EY297282
Inspection date	27/01/2009
Inspector	Sylvia Dindar
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 has been registered since. She lives in a house situated in a quiet road in Hythe area close to the New Forest and near to Southampton. She lives with her husband and older children. Children play in the through lounge/dining room, hallway on the lower floor and have use of a ground floor toilet. There is a fully enclosed garden area for outdoor play and children normally play on the decking area as this is flat and on one level.

The childminder is registered to care for a maximum of six children and of these three may be in the Early Years age range, currently she has seven children on a part-time basis of this age range on roll. The childminder walks to local schools and nurseries to take and collect children. She attends local toddler groups and takes children to the library and park.

The childminder is a member of the National Childminding Association. She has a Diploma in Childminding Practice. In addition to being on the Early Years Register, the childminder is on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children feel secure as they play happily in the care of the childminder. Their individual needs are well catered for as she knows the children well and plans a range of activities and experiences that reflect children's particular interests. As a result children are engaged and interested in what they are doing and achieve and develop well. However, information and communication technology is not given high priority. The childminder works closely with parents and other early years providers to provide continuity of care for children. In addition, the childminder evaluates her practice and has strong links with the local authority which enable her to continue to develop the quality of care and learning she offers to children.

What steps need to be taken to improve provision further?

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

- further develop opportunities for children to explore and learn about information and communication technology
- further develop the system for monitoring and assessing children's development to ensure children are supported in making continuing progress across all areas of learning

The leadership and management of the early years provision

Children benefit as the childminder shows a commitment to consistently evaluate the service she offers and accesses training to develop her knowledge and skills.

She uses these skills well to the benefit of the children as she puts what she has learnt into practice. For example, the childminder attended first aid and food hygiene courses. She has embraced the changes brought about by the Early Years Foundation Stage and began to implement this. However, she has not fully established systems for planning and observation that ensure all the areas of children's learning are thoroughly assessed and planned for.

Children are very happy and secure in the care of the childminder. She has developed positive working relationships with parents and other provider of care. She shares and agrees procedures and routines ensuring, continuity of care for all children. She recognises the uniqueness of individual children and collects all essential information from parents and carers and uses this well to meet their individual needs and as a result all children are included. She keeps parents and carers well informed about the children's development through daily discussion and the sharing of records.

Children are safeguarded as the childminder uses continuous risk assessments to identify and address hazards. She has a sound knowledge of child protection procedures and has systems in place to report any concerns. She shares a wide range of comprehensive policies with parent so that they understand the procedures that underpin her good practice. She continues to make progress and improvements as recommendation made at last inspection have been addressed. For example, all medication is stored out of the reach of the children and so children are kept safe.

The quality and standards of the early years provision

Children are happy and settled in this child centred environment. The childminder offers good routines and children feel secure. They know where things are and can help themselves to a range of interesting resources and as a result children are able to initiate their own play. To compliment this, a good balance of adult initiated activities takes place so that children are have a range of experiences to cover all areas of learning and are well stimulated. Whilst limited emphasis is paid to the development of children's exploration of information and communication technology, the childminder ensures that there is something of interest for every one and all children are included. For example, children are interested in space films so are able to dress up in their favourite 'super heroes characters' outfits and use their imagination acting out scenes. Children are engaged in arts and craft activities. They are provided with sensory experiences, such as the exploration of shaving foam and they observe how things grow in the garden. They paint, mix colours and develop their scissor control as they cut and stick. They enjoy making music choosing from a range of instruments and constructing models from plastic bricks. Children take it in turns to help prepare the tea time snack and are keen to do this. They help to tidy up the toys to ensure that they have space and a safe place to play. Children are learning to share and resolve their conflict with each other as the childminder offers them guidance and support to deal with their emotions and settle their differences. The childminder has started to assess children formally; however, the system is not fully developed. She has a clear understanding of the children's abilities based on her sound knowledge of child

development. She observes what they do and instinctively provides activities to further their learning. Children enjoy outings to their local community and these include visits to the library and toddler groups where they have further opportunities to join in a wider range of play experiences and socialise with other children.

They are developing good, healthy lifestyles as they have regular, nutritious meals and snacks, and help themselves to drinks of water throughout the day. They have many opportunities to play outdoors in the fresh air and get plenty of exercise as they walk to the local park and nearby play facilities.

Through the use of continuous risk assessments and good supervision children are safe and secure in the childminder's care, whether playing in her home or when on outings. They are learning the importance of keeping themselves safe as they are reminded of road safety through consistent routines. They practise the emergency evacuation procedure and are familiar with this routine. This enables them to evacuate the home quickly in an emergency.

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 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.