

Inspection report for early years provision

Unique reference number	113006
Inspection date	26/02/2009
Inspector	Coral Hales
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 1991 and lives with her adult son in Gosport, Hampshire. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The whole of the house is available for childminding however, the childminder prefers to use the ground floor. There is a fully enclosed garden for outside play.

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. There are currently six children on roll, of whom two are within the early years age range and four are in the later years age range.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children are happy and settled with a caring and familiar adult. She continues to develop her knowledge of the Early Years Foundation Stage framework to ensure she is meeting children's needs. She knows the children and their families well and recognises their individual needs and this enables her to offer an inclusive service. The childminder understands the need to monitor her provision, she has however, yet to implement any systems to enable her to identify her strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the early learning goals to ensure all children are provided with suitable experiences and activities to help build a secure foundation for learning
- continue to develop assessment systems in order to match the observation of children to the expectations of the learning goals and to identify learning priorities for each child
- update knowledge and understanding of child protection issues and be able to implement the safeguarding children policy and procedure appropriately to ensure children's welfare and safety is fully promoted

The leadership and management of the early years provision

The childminder provides a warm, child friendly environment and children are making satisfactory progress in their learning. She has organised her home effectively and this enables the children to have access to a good range of resources. The childminder understands the need for self-evaluation although no formal systems have been implemented. She has however, identified some areas

of her practice to develop further. For example, to improve her knowledge of the Early Years Foundation Stage (EYFS) and the early learning goals and to develop her observation methods further.

The childminder has developed effective working relationships with parents and has established suitable links with other providers to ensure children's learning needs are shared and acted upon. The childminder informally plans her day in line with children's differing attendance patterns.

Children are protected in the childminder's care because she has a clear understanding of her responsibilities relating to child protection. However, she has limited knowledge of the guidance issued by the Local Safeguarding Children Board. Effective risk assessments are completed to ensure that children can play in safe premises where hazards are minimised to promote safety and prevent accidents.

The quality and standards of the early years provision

The childminder has some understanding of the early learning goals however, she is not fully secure in her knowledge. Whilst some observations of children's progress are made these do not effectively link to the expectations of the early learning goals. The childminder knows the children well and uses her knowledge to offer effective support especially to those who are less confident in their own abilities. Good relationships are in place with the children and as a consequence they enjoy their time with the childminder. They enjoy involving her in activities of their own choosing, for example, as they play with cars and diggers placing figures into the driving seats. They discuss why some will not fit and learn about too big and not enough room. Children develop an understanding of the local and wider world as they go out on lots of visits to places of interest. The childminder skilfully uses open-ended questioning and this effectively promotes discussions about past learning. For example, children tell the inspector about a visit to the local forest and how they used twigs to build a rocket and about having lunch in the picnic area. The children develop their social skills well as they play with other children when they attend local groups.

Children are encouraged to become independent in their self-help skills with support on hand if necessary. Mealtimes are relaxed and children are given time to enjoy their food and drinks are available at all times. Activities such as making and cutting out favourite foods and sticking onto paper plates promotes children's interests in food and healthy eating. They have lots of opportunities to be out in the fresh air and love going to visit parks and farms and develop new skills when visiting the local soft play centre. This enables children to develop a positive attitude to exercise.

Children behave well and the childminder is keen to build levels of confidence and self-esteem. They are aware of the boundaries set and children learn to share and take turns and to treat others with kindness. They become aware of safety issues

as they play and know for instance, to clear toys off the floor to prevent them from becoming a hazard. Children are aware of the fire procedures and have practised emergency evacuations. The childminder helps the children to begin to understand about simple road-side procedures and they are taking some responsibility for themselves whilst being suitably monitored.

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:

- ensure all required written policies are maintained (CR9 Providing information to parents) this also applies to the voluntary part of the Childcare Register 13/03/2009

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:

- ensure all required written policies are maintained (CR9 Providing information to parents). 13/03/2009

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.