

Inspection report for early years provision

Unique reference number	510562
Inspection date	20/01/2009
Inspector	Louise Bonney
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 1995 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Bordon, Hampshire and the downstairs areas of the premises are predominantly used for childminding. There is a fully enclosed garden for outdoor play. The premises are easily accessible.

The childminder has three children on roll. Of these, one child is in the early years age group and two in the older age group. A maximum of six children may attend at any one time. The childminder provides a service all year round on week days. The childminder does not have a car and walks to local parks. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder organises her provision sufficiently well to ensure the safety and welfare of the children. Children enjoy a range of activities to support their satisfactory progress in all areas of learning. The childminder identifies some areas for improvement, although gaps in her understanding reduce her ability to rigorously evaluate her provision, particularly relating to the observational assessment of children's learning and development. This impacts on how effectively she identifies and plans for their next steps in learning. The childminder liaises closely with parents and takes children's individual care needs and interests into account, which supports the provision of an inclusive environment.

What steps need to be taken to improve provision further?

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

- develop systematic observational assessment of children's development to support the identification of their next steps in learning and to inform planning
- develop understanding of the Early Years Foundation Stage to ensure provision promotes children's learning towards all the early learning goals
- ensure fresh drinking water is available at all times.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given
(Safeguarding and promoting children's welfare)

20/01/2009

The leadership and management of the early years provision

The childminder shares her policies and procedures verbally with parents during introductory meetings, including her safeguarding procedures. She seeks information about the children and their needs through the completion of contracts and child detail forms. This helps her provision reflect children's individual needs. She establishes friendly relationships with parents and shares information about children's activities and development verbally at handover. She maintains documentation and records well. This supports the welfare and safety of the children.

Children access a sufficient range of appropriate toys easily from low storage boxes set out ready for their arrival. This provides a welcoming environment and encourages their independence as they make choices about their activities and select their own resources. The childminder identifies some areas for improvement and regularly replaces worn toys and equipment. She is aware of the introduction of the Early Years Foundation Stage, but has not developed her understanding to help support her monitoring of the provision or children's learning and development. This impacts on her ability to continually improve.

The quality and standards of the early years provision

Children settle very well and much enjoy interacting and playing with the childminder. They receive good emotional support as they ask her for a hug when they tire. The childminder shares information with parents, such as when they have not slept well overnight, which helps her meet their changing needs for a nap. Toddlers develop awareness of safety and hygiene through following rules, such as sitting still when eating and not climbing on the furniture. Children have opportunities for suitable challenges outside, when they use swings and climb on apparatus in the park with the childminder's support. This helps them develop awareness of risk and how to manage it. The childminder discusses the provision of healthy lunch boxes with parents. However, she does not provide free access to water rather than juice to promote healthy teeth. The childminder administers medication according to parents instructions. However, written consent is not always sought beforehand, as her medication procedure and regulations require. This does not fully protect children's health.

Toddlers enjoy their activities and busily select their own resources from those set out in boxes on the floor, or ask for those stored elsewhere which the childminder quickly fetches. The childminder has sufficient knowledge of child development to provide activities that support children's development and that cover all areas of learning. However, she is not yet carrying out observational assessment systematically to monitor children's learning towards the early learning goals. This impacts on how effectively the childminder identifies possible gaps in her provision and plans for their future learning.

Toddlers develop good communication skills. They interact with the childminder who models language and encourages them to make animal sounds as they look

at books together. They show curiosity as they look for birds in the garden together. Toddlers ask the childminder questions and the childminder always promptly responds and praises them as they complete puzzles or manage to open a box. This supports their development of confidence and self-esteem. The childminder plans daily outings, such as to the park or friends houses. This provides opportunities for children to socialise with others. In the garden there is an all-weather surface. This means children access the garden all year where there is large equipment, such as swings and see-saws, ready for use. This helps children make satisfactory progress in their learning and development.

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:	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.