

Inspection report for early years provision

Unique reference number	EY308242
Inspection date	02/04/2009
Inspector	Carol Patricia Willett
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 2005. She lives with her husband and four school-age children in Chineham, Basingstoke. The childminder's husband occasionally acts as her assistant. The whole of the downstairs of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is easy access to the house from the road. The family has four cats.

The childminder is registered to care for six children under eight years of which three can be in the Early Years age group. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll in the early years age group. The childminder walks to local schools to take and collect children. She attends the local toddler group. The childminder is a member of the National Childminding Association. She has an NVQ level 3 in Childcare, Learning and Development.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good knowledge of the children's individual needs and respects their differences. She manages the range of ages very well as she supports them to make progress at their own pace and level. Children play in a safe, clean, homely environment, with independent access to developmentally appropriate toys and equipment. The childminder develops good relationships with parents, promoting continuity of care for the children. She shares her policies and procedures to ensure they are aware of her setting and practices. The childminder has a positive attitude to develop her practice and is committed to ongoing training to improve her knowledge and skills. However, she does not have robust self-evaluation procedures in place.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of Early Years Foundation Stage in order to use observations more effectively to plan for children's next steps in learning to the early learning goals and ensure parents are able to comment and contribute to the records
- develop robust self-evaluation systems in order to identify priorities for development to continue to improve outcomes for children

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

- complete an appropriate paediatric first aid course by 15/05/2009 (Suitable people)

15/05/2009

The leadership and management of the early years provision

The childminder organises most aspects of her provision very well, which ensures children are safeguarded and they make good progress in their development. She develops good relationships with parents and she regularly shares the children's achievements records with them. Daily diaries are used to support continuity of care and to record changes in the children's routines. The childminder has a comprehensive range of written policies to support her everyday practice and displays required documentation for parents to see. The childminder ensures children make progress in their development as she provides a variety of daily activities. She takes photographs, records her observation of the children and completes assessment records. However, these are not linked to ensure she is planning effectively for children's progress to all the early learning goals. The childminder has a very positive attitude to training and ensures she updates her knowledge and skills through the completion of a level 3 childcare qualification. She has a good knowledge of the welfare requirements of the Early Years Foundation Stage. However, she does not have robust procedures in place for self-evaluation to reflect on her practices and setting in order to identify areas for continual improvement.

The childminder safeguards children's welfare through close supervision and good security measures. She has good knowledge of the signs and symptoms of abuse and is aware of her role if she has a concern about a child. All required documentation is in place to record accidents and medication administered. The childminder has good awareness of safety and minimises potential risks through the completion of a written annual risk assessment, daily checks lists and assessments of all regular outings. Fire evacuation procedures are discussed and practised with the children so they are confident and aware in an emergency.

The quality and standards of the early years provision

Children are safeguarded and their welfare is promoted as the childminder has a very good awareness of the welfare requirements of the Early Years Foundation Stage. Children play and learn in a homely, caring environment which is well maintained and safe as the childminder has good routines and procedures in place. She has a comprehensive range of policies and procedures and documentation so she meets children's needs effectively. The childminder does not have a current first aid certificate due to issues with the course providers but she has been proactive in obtaining a place to ensure she has an up to date knowledge so she can follow correct procedures in an emergency. The childminder develops good relationships with parents so she is aware of the children's family background and talks about their home life, which helps children to feel a sense of belonging. Children sleep according to their needs and sleeping children are checked regularly to safeguard their welfare. Children eat healthy snacks, which includes fruits of their choice, and they have easy access to drinks. The childminder stores food provided by parents safely and she is aware of children's dietary needs and requirements when preparing meals.

Children are comfortable, secure and relaxed as the childminder has a very caring and affectionate manner. They confidently approach the childminder for comfort and support and develop close relationships with her and other children who attend. They play well together as the childminder has effective skills as she manages the differences in ages. The older children play well together sharing activities, such as completing the safari animals puzzles, and craft materials and tools as they decorate Easter eggs pictures. The childminder adapts activities to accommodate the individual developmental needs, for example, providing crayons and paper for the baby. The childminder divides her time between the children to ensure she offers them individual care and attention and helps to extend their learning well by asking effective questions.

Older children confidently engage in conversation and the childminder interprets gestures and sounds from the younger children, encouraging their language development. Children freely access a good range of age appropriate toys. The childminder plans daily adult-led activities so the children make progress to the early learning goals. They enjoy singing and musical activity toys, piecing together jigsaws and shape and colour games, which the childminder uses effectively to develop their all round skills and understanding. The childminder knows the children well and encourages them to participate in activities, which they self-select. She uses their interests to adapt the planning, such as in favourite book 'The Gruffalo' and in dinosaurs. They learn about the local community as they visit the police and fire station. The childminder develops children's interest in the natural world as the children plant and grow sunflowers. Children's behaviour is good and well managed as the childminder acts as a good role model, treating the children with care and respect. They are aware of the house rules, such as sitting down to eat and being kind to each other. The childminder sensitively reinforces good social skills and manners, such as sharing, taking turns and saying thank you.

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.