

Inspection report for early years provision

Unique reference number	EY100454
Inspection date	27/04/2009
Inspector	Alison Jane Kaplonek
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 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 to care for children since 2002. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and two children in the Chandler's Ford area of Hampshire, close to local schools and shops. All areas of the house are used for childminding, although the main areas used are downstairs. There is a secure garden for outside play. Access to the premises is good. The family have a variety of pets such as a dog, two cats, a rabbit, guinea pigs and a hamster.

The childminder is registered to provide care for five children from nought to eight years. There are currently nine children on roll (who attend part time). Five of these children are in the early years age range.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association. She is currently working towards an NVQ3 in Childcare and Education. She attends and helps to run a local toddler group for children.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a welcoming, family environment, and has a good understanding of each child's individual needs. This ensures that most aspects of children's welfare and learning are successfully promoted and that children feel safe and settled. Children enjoy a good range of interesting learning experiences both inside the home and when visiting local amenities. However, the childminder lacks knowledge and understanding of the six areas of learning, and how to observe and plan a challenging environment, which fully supports and extends children's learning. The childminder is committed to improving her practice and has fully implemented the recommendations from her last inspection.

What steps need to be taken to improve provision further?

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

- increase knowledge and understanding of the six areas of learning and how to observe and plan a challenging environment, which supports and extends children's learning through their play.
- ensure permission is obtained from parents for the seeking of emergency treatment or advice.
- ensure children's safety is fully promoted by carrying out regular fire drills and obtaining information about local child protection procedures.

The leadership and management of the early years provision

A good range of policies and procedures and reasonably well organised record keeping, ensures that the majority of children's welfare needs are met. The childminder accurately records children's times of arrival and departure in her register. She ensures that her First Aid qualification is up to date. She regularly takes up training opportunities to improve her knowledge and is currently studying childcare to NVQ level 3. The childminder has begun to self evaluate her provision and has identified that she requires support to implement the learning and development requirements.

The childminder ensures that children are always supervised by an appropriate adult. She has a sound understanding of procedures to safeguard children and shares these with parents, along with her range of policies and certificates. However, she does not have information about the local safeguarding procedures or who to contact should she need to make a referral. Daily routines ensure that children have a range of interesting play opportunities, including interacting with other children outside the home, for example, at toddler groups or story time at the library. The childminder has a positive attitude to improving her knowledge and understanding of childcare and accesses training whenever possible.

The quality and standards of the early years provision

Younger children make sound progress in all areas of learning and development. They take part in a range of activities, such as drawing with chalks or playing with the cars. They have easy access to resources which have been selected for them, taking into account their interests. They are happy and confident and even those with little speech are able to indicate to the childminder what they would like to do or what they would like to play with. She accommodates these requests and joins in their play, asking questions to stimulate their thinking. Older children can help themselves from the boxes of resources provided. The childminder has started to make links with the pre-schools that the older children attend, to support both their care and learning.

The childminder makes positive use of the local community and younger children regularly visit toddler groups, the shops or story time at the library, where they have opportunities to interact with other children and adults. The childminder is beginning to make observations and assessments of children's progress, although these are not yet used to inform the planning system or to take the children on to the next steps in their learning. She has developed a system to enable her to find out from parents about children's interests and likes and dislikes, although she has not started to use this yet.

The childminder works hard to build up good relationships with parents. Parents are kept well informed about the settings policies and procedures when their children first start with the childminder. A notice board provides additional information such as how to contact Ofsted if they should need to make a complaint. They complete contracts and agreements, and sign entries in the

accident and medication records, to ensure they are kept fully informed. They receive a verbal feedback about their child's care at the end of the session. However, they do not give permission for the childminder to seek emergency treatment or advice.

Children play and learn in a secure and reasonably safe environment. Low level glass is safe and kitchen cupboards are locked. Smoke alarms and a fire blanket are in place and the childminder has drawn up an evacuation plan, although this has not yet been practised with the children. Meals and snacks are provided by the parents and any perishable food stored in the fridge. Children are regularly offered drinks. All children are welcomed into the setting and learn to share, take turns and to value each other. They are frequently praised and are secure and gaining in self esteem.

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?	2
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?	2
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?	2
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?	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

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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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