

Inspection report for early years provision

Unique reference number	EY308154
Inspection date	14/01/2009
Inspector	Loraine Wardlaw
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 their two school aged children, in a house in the Winnal area of Winchester. The home is within walking distance of shops and schools. The downstairs areas of the home are used mainly for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children at any one time and currently cares for four children on a part-time basis in the early years age range. The family have a pet cat and two hamsters.

Overall effectiveness of the early years provision

Children are well cared for by the childminder who demonstrates through her gentle and calm approach, that she can effectively meet children's learning and welfare needs. She relates positively to children and supports them successfully in their play. Her inclusive approach means that babies and young children sit together at mealtimes and activities are pitched according to the child's stage of development. The childminder has adopted a professional attitude to her service and through self-evaluation has put in place improvements to benefit the children she cares for.

What steps need to be taken to improve provision further?

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

- liaise with other settings attended by the children in order to complement each other in children's learning and development
- organise books and baby toys so they can be easily reached
- further develop babies and young children's speaking, listening and thinking skills

The leadership and management of the early years provision

The childminder organises her home, her time and the day to ensure children are happy, stimulated and well cared for. Most resources are easily accessible to the children for them to self select with the exception of the books and baby toys. Children attend a variety of out-of-doors activities, such as music group and visits to the library which complement the activities the childminder organises in her very clean and well maintained home. The childminder is proactive in ensuring she is up-to-date with the Early Years Foundation Stage requirements; she uses the guidance cards in her practice and an 'active learning' book which she photocopies, to help her focus on promoting the six areas of learning for each child. She reflects on her practice and implements improvements such as a 'good work' board on the

kitchen table which displays children's art work. The childminder has good relationships with parents and carers and as a result, children are happy and settled during their time in her care. Babies have a daily diary which records their care and sleep routines and daily information is verbally shared with all parents about children's care and development. Written assessment information is also shared with parents, but the sharing of information with other providers is not yet in place. Children's safety is promoted well because the childminder is constantly risk assessing her home and toys to ensure hazards and risks to children are minimised. Children are safeguarded because the childminder is aware of the procedure to follow, should she feel a child is being abused.

The quality and standards of the early years provision

Children and babies, even those new to the provision are very happy and settled, because the childminder is competent in meeting their needs. She includes and values every child, which contributes to the good relationship she builds with babies and young children. She has good routines of the day and week to ensure children are stimulated in their learning and development. She relates to children well and gives them good support and guidance in their free play at home. Three-year-olds enjoy making a robot out of bricks, demonstrating good designing, speaking and problem solving skills. For example, a child selects bricks to copy a robot model, talking about how many they need, the colours; they build a big and small model saying 'taller like my daddy, a little one that will be me'. They enjoy role playing with the dolls and pushchairs negotiating with one another harmoniously; one says 'I bring the potty in case they wee themselves' and the other responds and says 'well done'. Although the childminder talks to children during their play to encourage communication, she is not yet adept at tuning in to babies vocalisations to extend them or encouraging the three-year-olds to develop their thinking by asking open ended questions. Children know the routines of 'no shoes' in the home, independently taking them off when they arrive at the home and put them on to go out. They point to the poster in the bathroom and say 'please wash your hands'; they understand the importance of hand washing to get rid of the germs. Babies enjoy the large space to practise their crawling and make gleeful vocalisations when they see the cat; the childminder gets toys out for the baby to explore because they are not stored in a way that is easily available to them. The childminder strikes a good balance of child initiated play activities and adult initiated activities which focus on different areas of development. For example, three-year-olds look in the mirror and paint a picture of their face, which is also part of the childminder's assessment of their capabilities. Children proudly talk about the hand prints that they make and a rainbow picture which are displayed on the 'good work' board. Children learn how to stay safe; they confidently recall the fire evacuation procedure and enjoy selecting books to read from the library such as 'look out on the road' which re-enforces road safety. Children are well behaved because the childminder is a very good role model. When occasional instances of conflict occur she deals with it patiently and calmly with effective results. Children enjoy plenty of exercise and fresh air because they walk everywhere, which could include several times a day; they walk to school, playgroup, music group and Ocean adventure, an indoor physical area. The

childminder is able to observe and assess children's development and plans their next learning steps, in a natural, home from home environment.

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 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.