

Inspection report for early years provision

Unique reference number	112988
Inspection date	12/03/2009
Inspector	Sylvia Dindar
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 has been registered since 1990. She lives with her partner, adult son and teenage daughter. They live in a house in a residential area of New Milton. Shops, parks and schools are within her walking distance. The whole of the ground floor is used for childminding and children have access to a toilet at this level. There is a fully enclosed garden available for outside play. The family have a variety of pets.

The childminder is registered to care for a maximum of six children at any one time. However, she has a temporary exception to this enabling her to care for seven children in the early years age range, she currently has five children in the early years age group on roll. She also offers care to four child in the older age group. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder also works with another childminder at the setting. When working together they are able to provide care for twelve children under eight years; of these, not more than six may be in the early years age group and of these, not more than two may be under one year at any one time (Early Years Register, compulsory part of the Childcare Register).

The childminder collects children from a local school. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder promotes children's welfare and learning with success and children are kept safe and secure. She plans effectively to meet the individual needs of all children and promotes inclusion. She works closely with parents, exchanging information on a regular basis to ensure the individual needs of children are met. Systems for assessment are in place but have not been fully developed to show how the curriculum will be covered in depth. The childminder has begun to make good use of self-evaluation to identify key strengths and areas of development, and makes plans to address them; however, she does not systematically involve parents and children in this.

What steps need to be taken to improve provision further?

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

- further develop the use of self-evaluation in the setting and ensure that the views of parents and children are reflected and acted upon
- continue to develop children's observation records to further support children's learning and development
- further develop the use of the outdoor area so children can choose their play environment

The leadership and management of the early years provision

Children benefit from being cared for in a child-oriented setting where their safety and welfare is paramount. They are safeguarded through thorough risk assessments that are implemented well. The childminder shares with parents a range of well-implemented policies in order to ensure that they fully understand the part they all play in protecting and safeguarding the children's health and safety. The childminder has a good knowledge of the signs and symptoms of abuse and systems are in place to deal with any concerns.

The childminder shows a positive attitude to improvement. She has developed her knowledge of child development and how children learn. As a result she is much more able to identify areas for development. She has embraced the changes brought about by the Early Years Foundation Stage and has begun to provide more child-focused play opportunities, linking activities to children's interests. She is in the early stages of developing the systems for observation and record keeping. She is reflective of her own practice and recognises this as an area for improvement to ensure that children get a broad and balanced curriculum tailored to their needs. She talks to parents about the service she offers, but is aware that she needs to find a secure way in which to incorporate the thoughts and feeling of the parents and children. She meets regularly with other childminders, sounding out new ideas and plans in order to promote continuous improvement.

The childminder works with another childminder in her setting. She ensures that parents are aware of this. She secures their permission so that either of them can care for their children, offering a flexible caring arrangement to meet the needs of the children. Contracts are set up to support this. Both have input into the daily diaries and records, this plus a verbal handover at the end of the day ensures that parents are kept informed of their child's development. She makes links with the other providers of care in order to ensure that all relevant information is shared, to enable the children's individual needs to be met. For example, when a child is potty training she liaises with the pre-school. She constantly talks to her co-childminder ensuring they both have the information to meet the needs of the children.

The quality and standards of the early years provision

Children are happy and relaxed in this warm and friendly environment. Children move around with ease. They know where things are as they help themselves to the toys and resources, which encourages them to make decisions and promotes their confidence and self-esteem.

The childminder and her co-childminder have good knowledge of the six areas of learning and plan a balanced range of adult and child initiated activities that interest children and help them learn and develop. They know the children well and each take responsibility to make regular observations and plan flexibly together to plan the next stage of their learning. Children have lots of opportunities to socialise in their local communities as they regularly attend toddler

groups. Where they access a broad range of activities including arts and crafts and socialise with other adults and children. They enjoy going on outings to the park and to the beach and are encouraged to explore and ask questions about the natural world. They have opportunities to play out in the garden; however the garden has not been fully developed to allow children to make choices about the environment in which they play and access free-flow play.

Children are developing good attitudes to learning and how to think for themselves, as the childminder carefully poses questions that make them think and ponder. For example, she asks children to identify the colour of the trains; about how a piece of puzzle will fit and what happens if you turn it around. Children learn to count through regular routines such as counting bricks or how many shoes they have or through nursery rhymes. They construct with puzzles, junk modelling and bricks and learn to compare size using words such as tall and short. Their imagination is captured through a wide range of toys and resources, for example, a favourite is the train track and children learn to play alongside each other co-operatively, constructing the track and making imaginary journeys and events. They explore the cooker and pretend to cook dinner and go shopping with baskets, pretend to use phones and act out adult roles. Children are developing a love of books, with their favourite stories close to hand they enjoy sitting with the childminder, who uses her voice to heighten their anticipation about what comes next, making books exciting and fun.

Children learn the rules that are consistently applied. For example, children are reminded to take turns and share. The older children learn to be mindful of younger children and to consider their needs. Children sit well at low tables to eat their food nicely and converse with the childminder and other children. Older babies are developing their independence as they are encouraged to eat finger foods. Outdoors, children learn how to cross the road safely. Indoors and in group situations they practice fire evacuation. This ensures that all are familiar with the process and can be quickly and safely evacuated in an emergency.

Children are developing a healthy lifestyle. They are offered food that is healthy and nutritious and in line with their parents wishes. They enjoy a choice of fruit and vegetables as snacks and are encouraged to learn when they have had enough. Toddlers show independence and are encouraged to wipe their noses and discard the tissues in the bin and wash their hands before meals. Through an effectively implemented 'sick child' policy the childminder minimises the spread of infections.

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 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.