

Inspection report for early years provision

Unique reference number	EY377096
Inspection date	10/02/2009
Inspector	Lynne Elizabeth Lewington
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 2008. She lives with her husband and two children in a four bedroom house in the Buckskin area of Basingstoke. The ground floor of the property is used for childminding and daytime rest and there is a bedroom available for overnight care. The property has level access and toilet facilities on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for five children under eight years. She is registered on the Early Years and both parts of the childcare register. There are currently two children in the early year's age range and three older children on roll. The childminder walks or drives to local schools to take and collect children and she attends local children's activities. The childminder holds a Nursery Nursing Examination Board Certificate.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder is very attentive to the needs of young children. She provides a calm, relaxing environment for their care and play enabling them to feel safe and secure. Each child is valued as an individual and provided with good levels of support to ensure they learn and develop whilst in her care. The childminder verbally demonstrates a good awareness of how she would like to increase her knowledge and aspects of the service she offers. This will benefit the children and indicates good potential to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- practise the fire drill with all children and maintain a fire log
- obtain consent for emergency advice or treatment from parents and carers
- continue to develop knowledge and awareness of the Early Years Foundation stage and its requirements

The leadership and management of the early years provision

Positive relationships develop with parents due to good daily communication. The childminder makes parents feel welcome and provides a daily diary for each child. The diaries contain brief but very relevant information about the child's day, including what they have eaten, and their temperament throughout the day. By sharing information in this way the children benefit from continuity in their care.

The childminder has a reasonable understanding of the requirements of the Early Years Foundation Stage, however she is not confident in her knowledge. She has plans to undertake training opportunities, to develop the outside play area and to

seek more opportunities for the children to have social interaction with others. These will all effectively promote the service offered to young children and their families.

Children are safeguarded well by the childminder's clear awareness and understanding of the signs and symptoms of abuse and the action she would take if she was concerned about a child in her care.

The quality and standards of the early years provision

Children have access to a naturally light, spacious lounge for their play and the dining area for their meals and table top activity. Resources are stored at a low level to enable children to identify and select their toys independently.

Good care is taken to ensure children develop routines which promote their health. Simple, attractive posters remind them about hand washing and appropriate behaviours. The childminder supports the younger children's understanding by helping and reminding them. Children enjoy healthy snacks of fruit and drinks are easily available to prevent dehydration. A variety of foods are offered to children and parents can provide meals for their children if they wish. Special dietary needs are met and positive steps taken to ensure children can all eat very similar foods. This helps to promote an inclusive environment where no-one is left out.

A basic, clear risk assessment of the premises indicates the childminder has a good awareness of the potential dangers to young children and the measures taken to promote their safety. A clear fire evacuation drill has been planned and is displayed, however this has not yet been practised to ensure the children can undertake it effectively. Whilst clear records are maintained of accidents and medication administered, parents have not been asked to provide consent for emergency advice or treatment.

Children experience good opportunities to learn and develop in the childminder's care. She provides a relaxed, caring environment where the children can explore and play safely. The childminder cuddles the children and sits on the floor to play; she encourages, praises and makes suggestions to enhance their play. For example, a child decides to play with the train and track, fixing each piece of track together to make a desired shape. The childminder asks what shape the child is making and when a piece will not fit encourages the child to try turning the piece. In this way the child learns to look for solutions to problems. Children enjoy books and stories, they sing songs and action rhymes, building their understanding and use of language. Outings in the local community provide opportunities for social interaction and also a time to experience and talk about the weather and nature. Children demonstrate increasing physical strength and dexterity as they turn pages in books, learn to move in different ways, use pencils, glue sticks and control larger movements as they use park equipment. The childminder observes the children's play and encourages the next steps in their learning well. However observation and assessment systems have yet to be linked to the early learning goals to ensure children's next steps for learning are fully identified.

The childminder provides warm, nurturing care to the children where they benefit positively from the simple routines which provide opportunities for stimulating play, regular meals and rest times. The routine helps children to feel confident and secure and therefore enjoy their time in the childminder's care.

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 registration.

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.