

Inspection report for early years provision

Unique reference number	EY379660
Inspection date	29/04/2009
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 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 young children, one of whom is primary school age. They live in a house in Odiham in Hampshire. The family has two cats and gold fish. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for four children under eight years of which two can be in the early years age group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, of which two are 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.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder develops good relationships with parents, which ensures children's individual needs and preferences are well known. The children are confident and secure as the childminder has a warm caring manner and values their individual needs and personalities. The childminder is beginning to reflect on her practices and areas for improvement to ensure continually developing practice as she is in the early stages of her childminding. She is committed to improving her provision through attending further training and seeking information and support from other childminders. The childminder maintains most required documentation, which ensures children's welfare requirements are met.

What steps need to be taken to improve provision further?

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

- improve observations of all the children in the early years age group, in order to systematically plan for their learning and development across all areas of learning; provide opportunities for parents to be involved in planning for children's next steps in their development
- develop robust systems for self-evaluation to identify strength and weakness and action needed to ensure continually improving practice

The leadership and management of the early years provision

The childminder develops strong relationships with parents and they are very comfortable in her home sharing good information, such as when the children have immunisations. This ensures she is aware of the needs of the children and information is shared effectively to meet their changing needs. For example, as

babies start to walk and feed themselves. The childminder shares her procedures verbally with parents. She records children's activities in an observations record book, which includes photographs and samples of the children's work which are shared with parents. These activities are used to inform future planning needs. However, parents are not effectively involved in planning for their children's next steps across all areas of learning.

The childminder clearly enjoys the children's company and is enthusiastic about childminding. She is beginning to think about a self-evaluation system to review her practice. She has identified the need to improve her knowledge and understanding of the Early Years Foundation Stage and use her observations effectively, for planning and assessing children. She is interested in training and plans to complete further training to improve her practice. She regularly meets with other childminders for support and to gain information.

The childminder promotes children's welfare well by ensuring she never leaves them alone with persons who are not vetted and she closely supervises children at all times. Children are safeguarded as the childminder has good knowledge of welfare requirements and is aware of her role if she has a concern about a child. The childminder has a good range of documentation in place to record any medication administered and accidents or injuries children arrive with. Good relationships forged with parents ensure she is aware of any changing dietary requirements. The childminder has a good awareness of safety and takes steps to minimise risks through daily visual checks. She plans to complete a new risk assessment each time a new child attends her provision. Children stay safe as the childminder has effective measures in place, such as stair gates, smoke alarms and socket covers. The childminder discusses and practises fire evacuation procedures with the older children to develop their confidence and awareness.

The quality and standards of the early years provision

Children develop good relationships with the childminder who is caring and affectionate and they are comfortable, relaxed and happy. They enjoy sitting on her lap for cuddles and confidently approach all adults to show them things and see what is happening. The childminder has good interactive skills asking effective questions to extend the children's knowledge and understanding. She recognises children non-verbal communication skills responding to their needs, providing lunch and rest times as she knows them well. This caring relationship develops children's confidence and self-esteem so they are eager to learn and happily take their next steps in their development. For example, as they turn pages in favourite books making animal noises. They enjoy pushing buttons on activity toys and taking cars to the childminder to show her. The childminder is very responsive and is enthusiastic in her praise. Positive relationships with parents enable the childminder to plan effectively to meet their children's needs, for example, by staying in when they have their immunisations. Children's behaviour is generally good and they respond positively to the childminder and are aware of their boundaries. They develop good social skills, such as sharing and playing in co-operation. The childminder distracts younger children well when they find it difficult to share toys, tickling them to redirect their attention and avert tantrums.

They are becoming aware of house rules and the childminder reinforces good manners, such as sharing, taking turns and saying 'please' and 'thank you'.

The childminder ensures the premises are clean and welcoming for the children. Furniture is arranged to enable cruising toddlers to take their first steps safely. Sleeping children are checked regularly to safeguard their welfare. The childminder provides a suitable range of age appropriate toys that are easily accessible, developing children's independence skills. Children have easy access to drink cups and they eat healthy snacks. The childminder seeks relevant information from parents to enable her to meet children's dietary needs. She is a good role model in promoting good hygiene practices as she washes her hands before preparing children's meals and ensures their hands are washed before they eat. The children walk to school daily, enjoying exercise and fresh air. The childminder has good communication and interactive skills as she chatters to the children, developing their vocabulary as they show interest in books and toys. She asks effective questions to help children to think, moving their learning forward. She introduces numeracy into everyday situations and children operate equipment such as musical activity toys. This develops children's learning with technology and skills for the future. Children feel a sense of belonging as the childminder talks about their home life. She has a good knowledge of children's developmental levels and is beginning to use observations to support them to achieve and develop to their full potential, although this process is in its infancy and not fully developed.

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.	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?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written statement for safeguarding children that includes a statement of procedures that will be followed should an allegation be made against the childminder or a member of the family (also applies to the Voluntary register) 06/06/2009
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (also applies to the Voluntary Register) 06/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Compulsory Childcare Register 06/06/2009
- take action as specified for the Compulsory Childcare Register 06/06/2009