

Inspection report for early years provision

Unique reference number 150849
Inspection date 28/01/2009
Inspector Anne Gunston

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

This childminder has been registered since 2000. She is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register to provide care for a total of four children under eight years. Currently there are two children in the early years age group and two school age children on roll. The childminder lives with her husband and their three children in a semi-detached house in a residential area of Fareham. The home is within walking distance of the local school, pre-school, shops and parks. All areas of the house are used for childminding and accessible, although it is the childminder's usual practice to use the first floor for resting and sleeping children and the ground floor for play. There is a fully enclosed garden available for outside play. The family has two cats as pets. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are content and happy in the childminder's care, as she makes sure that every child who attends receives a warm welcome, and prepares her home well in readiness for their care. She has acceptable arrangements in place to communicate with parents and shares information concerning children's individual needs with them verbally on a daily basis. The childminder evaluates the service she provides informally and has a positive attitude to ongoing training, recognising that this will benefit the children in her care. Qualifications recently obtained have increased the childminder's knowledge, which has had a positive impact on some of the outcomes for children.

What steps need to be taken to improve provision further?

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

- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation
- develop systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care
- develop the evacuation drill procedure to ensure full details are recorded in the log book of any problems encountered and how they were resolved.

The leadership and management of the early years provision

The childminder has attended training to increase her knowledge of the Early Years Foundation Stage (EYFS) and is beginning to make observations of children's achievements. She has a practical understanding of the opportunities and experiences that children require and provides age appropriate activities for those in her care. However, the childminder does not yet thoroughly evaluate children's

progress against the early learning goals or plan purposeful experiences that are based on an assessment of children's progress. She has not yet considered how to create an effective method of sharing information with other settings which young children attend. Following training attended, the childminder made changes to the organisation of her resources and labels these clearly, using pictures and words. Children of all ages are able to make confident choices about their play as the childminder pays attention to arranging materials in an attractive, easily accessible manner. The childminder dealt efficiently with recommendations made at the last inspection, increasing her ability to promote children's welfare. Records relating to individual children are thorough; the childminder shares her policies with parents and obtains their written consent whenever this is necessary, promoting a sound working relationship. Children are safeguarded as the childminder has secure knowledge of child protection procedures and has done recent training on this topic. The childminder's risk assessment covers all areas of her home and the outings that children enjoy, helping her to identify and minimise potential hazards. The childminder has created plans for evacuating the home in the event of a fire, although these are brief and do not ensure that every child has the opportunity to take part.

The quality and standards of the early years provision

Children enjoy their time with the childminder as she maintains her ratios at all times, recognising that children require good levels of support and attention. Children are content and secure in turning to the childminder for a cuddle of reassurance. The childminder shows awareness of children's feelings at all times and is particularly aware that young children require privacy when nappies are changed. She adapts her practice to ensure this is possible. Children are becoming good communicators as the childminder happily engages them in conversation. They develop understanding of the world around them in discussion with the childminder who joins in with their role play. Children learn about their local community and enjoy regular exercise on walks to the local school or pre-school; they use parks and a wide range of equipment in the childminder's garden for energetic play and physical activity. Children are becoming confident users of everyday equipment, such as a computer; the childminder supervises any internet use closely to ensure that they access appropriate websites. Children are treated as part of the family, although the childminder is very aware that it is her sole responsibility to supervise and care for them.

The childminder demonstrates ability to protect the health of children in her care. She shows knowledge of healthy eating and is flexible concerning the provision of main meals for children; she will offer these at short notice if necessary. Children enjoy snacks which parents provide and are well hydrated; the childminder ensures they are able to access drinks at all times, leaving these within easy reach. The childminder has a very clean, well maintained home, which she organises to provide children with a quiet area for sleep or homework and sufficient space for play. She uses safety equipment throughout the home to protect children from harm; safety gates are well sited and the childminder keeps external doors locked with the keys within easy adult reach.

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?	3
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?	3
How well are children safeguarded?	2

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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

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.