

Inspection report for early years provision

Unique reference number	111160
Inspection date	08/07/2009
Inspector	Susan Mann
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 1992. She lives with her partner and four children over the age of sixteen in a house in Romsey, close to local amenities such as shops, schools and parks. All areas of the property are registered for childminding, although children generally use the areas downstairs. There are toileting facilities downstairs and children may sleep upstairs. There is a fully enclosed rear garden available for outside play. The family have a pet rabbit.

The childminder is registered to care for six children under eight years at any one time, of whom three may be in the early years age range. She is currently minding a total of seven children under the age of eight years, of whom five are in the early years age range. All children attend on a part-time basis. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder attends the local toddler groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress through the Early Years Foundation Stage and have fun as they learn through their play. The childminder recognises the uniqueness of each child and meets their individual needs well. Children's welfare is given a high priority by the childminder who organises the setting to ensure they are safe and happy in a homely environment. The childminder makes effective evaluation of the provision and she addresses areas for development so that children and their families benefit from a continuously improving service. Children learn to promote their safety, health and make a positive contribution exceptionally well.

What steps need to be taken to improve provision further?

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

- continue to develop existing systems of observation and assessment so that the next steps in all areas of learning are identified for each child so that they progress consistently at their own pace
- ensure that all requested checks are followed up so that the suitability of persons living on the premises is confirmed.

The leadership and management of the early years provision

The childminder is experienced and well qualified. She organises her provision so that it runs efficiently and children receive a high quality of care and education. The childminder implements new initiatives to benefit those who use the setting and all recommendations raised at the previous inspection have been fully addressed. All written policies and records are up to date with current

requirements and are shared with parents so they understand the ethos and procedures of the setting. Children's welfare is properly safeguarded because the childminder demonstrates a good understanding of how to recognise and report signs of abuse. A robust child protection policy is shared with parents so that they are fully aware of the childminder's responsibility in this.

The childminder gives children a high level of attention and supervision is good to ensure they are always safe. She has taken steps to obtain required checks on relevant adult members of her household although these are not yet completed. Children enjoy plenty of space to play, eat and rest in the childminder's welcoming and cheerful home. The space is organised well and resources are easily accessible to children so that they can select what they wish to play with. This helps to foster their self-confidence and independence. The childminder makes thorough and frequent risk assessments on all areas of her home and on outings so that all risks are identified and minimised.

Each child is valued by the childminder and she demonstrates inclusive practice which meets their individual needs well. She is experienced in caring for children with learning difficulties and/or disabilities so that their welfare needs are met. The childminder works well in partnership with parents so that children enjoy a well-informed programme of care and education. She provides parents with useful information so that they know about the provision. Family questionnaires request feedback from parents and children and ideas are incorporated into the provision so that it meets the needs of those who use it. Parents express great satisfaction with the provision.

The quality and standards of the early years provision

Children are busy and they concentrate well on activities to promote their learning and development. The childminder provides a wide range of exciting opportunities to learn which are presented in a relaxed manner where children can choose what they wish to do. They enjoy a well-balanced mix of child-initiated and adult-led play which helps them become active learners. The childminder demonstrates a good understanding of the EYFS. She makes useful observations of children's play and these are recorded in children's assessment folders to chart their progress towards the early learning goals. This information is used to plan children's learning so that it meets their individual needs. Children's next steps are identified, although these do not cover every area of learning to provide a consistent record of progress and priorities for future planning.

Children are enthusiastic and motivated to learn. For example, children play a game of table football. They manipulate the figures to play the game, and recognise the numbers on the score board to keep a tally of how many goals have been scored. They demonstrate a good understanding of number sequence. The childminder provides enthusiastic and skilful interaction to help children explore and learn. The childminder promotes effective partnership with other providers of the EYFS for children who attend additional settings. She liaises with them over progress and planned curriculum so that children benefit from a collaborative approach to their development.

Children learn how to promote their own good health extremely well. They wash their hands to limit the spread of germs, and they know not to share food at mealtimes to protect the well-being of children who have dietary allergies. The childminder puts a high emphasis on safety and children demonstrate excellent understanding of how to keep themselves safe. They know to hold onto the pushchair when walking through a car park or on a pavement and understand boundaries and safety advice because reminders are consistently given by the childminder. Children demonstrate superb relationships with one another. The childminder is a very good role model for children to copy and she promotes kindness and consideration. Children are helpful when trying to locate a lost book, searching around the room until they find it. They are exceptionally cooperative with one another as they play and manage their behaviour very well.

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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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:	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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