

Inspection report for early years provision

Unique reference number	111552
Inspection date	28/04/2009
Inspector	Loraine Wardlaw
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 1986. She lives with her grownup son in a house in Boyatt Wood, Eastleigh, Hampshire. 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 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding four children, part-time, three of whom are in the early years age group. The childminder drives/walks to local schools to take and collect children. The childminder has a dog. 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. The patient childminder meets children's care and welfare needs adequately and has a sound understanding of child development, providing age appropriate play activities. However, more needs to be done to improve the quality of children's learning and development experiences in line with the Early Years Foundation Stage (EYFS) guidance, particularly for those children with different learning styles. Children's backgrounds are acknowledged and valued by the childminder through organised activities. Some self-reflection and evaluation has taken place since the last inspection but more is needed to ensure future development of the provision.

What steps need to be taken to improve provision further?

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

- organise and develop an easily accessible and enabling environment for children increasing the amount of play activities available, covering different areas of learning
- continue to develop the observation and assessment system implementing children's next steps through systematic adult-directed activities taking account of different learning styles
- self-evaluate regularly against the EYFS requirements and put improvements in place when areas for development are identified

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents for each and every medicine administered to children (Safeguarding and promoting children's welfare)

05/05/2009

The leadership and management of the early years provision

The childminder organises the children's day to ensure their care needs are suitably met and that they enjoy a variety of worthwhile outdoor activities, such as woodland walks and visits to a lake to feed the ducks. However, the childminder's toy and play resources at her home need more organisation to ensure children experience a challenging and stimulating time, when indoors, particularly the active boys. The childminder has increased her knowledge of play and learning matters to a satisfactory level, by reading and referencing the EYFS guidance. However, because the childminder has not accessed any recent training, she needs to use the guidance as a teaching tool and implement more adult-directed activities based on her good observational notes she makes of children's capabilities. The childminder is fairly self-aware and has started to evaluate her practice but it needs to be more rigorous to ensure areas for development are quickly identified and improvements are swiftly put into place. Sound systems to liaise with parents are in place; the childminder communicates with parents on care and learning issues. She keeps a record of children's routines and has started to record their developmental progress. Children are safeguarded from possible abuse because the childminder knows how to carry out the child protection procedure and shares her policy with parents. The childminder has conducted a suitable risk assessment on her home and supervises children closely to ensure accidents are kept to a minimum. Most of the required documentation is in place but one needs amending to further safeguard children.

The quality and standards of the early years provision

Young children receive appropriate care and attention from the childminder and are happy and settled. They build a sound relationship with the childminder and are learning the boundaries of behaviour by the childminder's consistent management techniques. For example, they are told not to climb on chairs and if a child is particularly challenging they have time out on the step to think about their actions. Children take part in activities which develop their learning and skills such as completing a number puzzle, receiving suitable support and guidance from the childminder. Children excitedly tell the childminder about their achievements, such as threading a lace through a picture card, and enjoy pedalling a tricycle on the patio. Children engage in simple role play in the conservatory making the visitor a pretend drink and sandwich, but other toys in the conservatory are jumbled up in the toy box or out of reach for the children to access safely. This means that children cannot easily make effective choices about their play, resulting in some restlessness, because they are not fully engaged in learning. Activities are sometimes planned at the home of the childminder's mother, who is also a registered childminder. There children learn to socialise with their peers and take part in activities, such as eating noodles with chop sticks, and make lanterns and dragons out of paper to celebrate Chinese New Year. The childminder has started to make some good observations of the children's achievements in some areas of learning but now needs to build on this knowledge and implement more activities which challenge and extend children further in all areas and aspects. Children's routines are adhered to; they sleep according to their needs and parental wishes.

Their nutritional needs are suitably met; parents provide lunch, and the childminder provides fruit and fromage frais for snacks. Children learn about the importance of hand washing and have their own separate towel to minimise cross-infection.

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?	3

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?	3
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

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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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