

Inspection report for early years provision

Unique reference number	112804
Inspection date	08/05/2009
Inspector	Coral Hales
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 registered in 1990 and is a qualified practitioner. She lives with her husband and one adult son in the rural community of Southwick, near Fareham. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to provide care for six children under eight years at any one time, of whom, no more than three may be in the early years age group. There are currently six children on roll, three of whom are in the early years age range.

Children have access to the ground floor and use a bedroom for sleeping. There is a fully enclosed rear garden for outside play. The family has three guinea pigs and two cats.

The childminder is qualified to NVQ level 3 and a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and settled in this homely environment. The childminder knows the children well and values their individuality, and adapts activities to support their learning. Children make good progress in their learning and development well supported by the caring and experienced childminder. Effective procedures to monitor and evaluate the provision are in place and she is committed to making continuous improvement. Good links with others ensure that children receive continuity of care in their learning and play.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- 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.

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

- complete an appropriate paediatric first aid course
(Promoting good health)

05/06/2009

The leadership and management of the early years provision

The childminder offers a provision that is well-arranged to encourage children's independence and to enable them to become active learners. She regularly reflects on her practice and through this self-evaluation has identified some areas for future training and development to ensure continuous improvement is maintained.

The childminder clearly enjoys her job and has fostered good relationships with the parents and others and information and concerns are shared. She provides relevant policies and procedures for parents and obtains all consents before a child starts to ensure the child's welfare. Documentation is kept up to date and provides accurate records in line with requirements. This is effectively shared with parents to keep them well informed.

The childminder has good systems in place to ensure children's safety. For example, risk assessments and safety measures, such as gates and locks and daily checks before and during children's attendance. She is aware of her role in safeguarding children and has up to date knowledge of signs and symptoms of abuse and the procedures she should follow if she has concerns about a child in her care.

The quality and standards of the early years provision

Children are treated as individuals and with equal concern and they have close and caring relationships with the childminder. For example, they regularly approach her for attention and cuddles and she responds warmly and all enjoy the close contact.

The childminder is still developing her understanding of the Early Years Foundation Stage and has identified that she would like to attend training related to this. Children's learning is supported well as they participate in a broad range of activities and play opportunities. Resources are well organised allowing continuous provision for the children, who self-select freely. They choose to play with aqua pens, happily colouring in pictures of favourite characters. This activity is well supported by the childminder, who promotes their language skills well as she introduces them to new words and encourages them to repeat them. Children are given time to finish their activities and are praised for their achievements.

Children enjoy imaginative games, for example, as they play with small world toys. They move the tiny people up and down the stairs, persevering really well with the task with developing coordination and skill. The childminder organises her time well and this allows her to offer one to one support as needed and this ensures children make good progress. They begin to learn about their local rural community as they go out for walks and make visits, for example, to the church to take gifts for Harvest Festival and as they make cakes to support local and national charities.

The childminder has good strategies in place for dealing with behaviour and puts an emphasis on encouragement and positive direction. She has a calm approach to

behaviour management. Children are encouraged to be as independent as they are able, and gain good self-esteem and confidence. They play together well and learn to share and take turns with the toys.

The childminder completes observations and assessments, although these do not clearly link to the expectations of the early learning goals. She has clear systems in place to identify children's starting points in learning and discusses these with the parents. Information is regularly shared with parents in written diaries and daily discussions. The childminder meets up with other childminders in the local area and they plan specific activities and outings for the children. For example, they visit a variety of seaside towns to explore.

Children are helped to understand suitable hygiene practices and are developing some independence. They enjoy healthy and nutritious snacks as provided by the parents and are given time to develop new skills, such as feeding themselves. The childminder has a sound knowledge of children's individual dietary requirements. They have many opportunities to enjoy fresh air as they go out on visits and as they use the well-resourced and safe garden. They also enjoy physical games indoors, for example, they play hide and seek, giggling as they jump out and really enjoy the participation of the childminder in their game.

The childminder ensures that children are aware of the steps to take in an emergency and they take part in evacuation drills regularly. Suitable procedures are in place to keep children safe when out in the car or when walking around the local area. Children have the opportunity to rest, sleep and play as needed in line with their individual routines. The childminder does not have a current first aid certificate, she is, however, part way through her training. She clearly demonstrates that she is experienced and knowledgeable in this area.

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

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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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