

Inspection report for early years provision

Unique reference number	111922
Inspection date	13/05/2009
Inspector	Jacqueline Munden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1996. She lives in Basingstoke, Hampshire with her husband and adult child. All areas of the property are available for childminding, however, this normally occurs downstairs.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently caring for six children in this age group. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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. Children's learning and welfare are generally promoted well. The childminder has a clear understanding of children's individual needs and interests, which ensures they are all valued and included. This is enhanced by the strong relationships the childminder establishes with parents and carers. The childminder is aware of the strengths of her provision and identifies some areas to further develop to improve the care of children.

What steps need to be taken to improve provision further?

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

- further develop systems to share information with other providers of the EYFS children may attend to fully complement their learning, and use the Practice Guidance to help when planning for children's next steps to ensure they are always fully challenged in each area of learning including Information, Communication and Technology
- conduct regular emergency evacuation procedures and maintain a log of any problems encountered and how they were resolved
- ensure emergency contact details are obtained for all children.

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

- obtain written permission from parents before administering medication to children and keep a record of medicines given to children. (Safeguarding and Welfare) (also applies to both parts of the Childcare Register)

30/05/2009

The leadership and management of the early years provision

Clear policies and procedures are followed to safeguard children and promote their ongoing welfare. However, emergency contact details are not obtained for all children being cared for and medication records are not always maintained as required by regulation. The childminder devotes her time to supporting children in their play, ensuring they are well supervised at all times. Risk assessments are completed and generally, effective measures are taken to protect children in and out of the home although the emergency evacuation procedure is not practised. The childminder evaluates her practice and makes improvements as necessary. For example, she has developed her skills by attending training and workshops in child protection, food safety and the Early Years Foundation Stage (EYFS). Good partnerships are established with parents which helps to ensure all children, including those with English as an additional language are cared for according to their individual needs. Information about children's progress, activities and daily routines are shared regularly with parents. Systems to share information regarding children's learning and development with other providers of the EYFS children may attend are being developed to fully complement their learning.

The quality and standards of the early years provision

Children are happy and settled in the welcoming environment. The childminder demonstrates a good understanding of children's developing needs and provides them with a broad range of activities which helps them to make good progress in their learning. She ensures all children are included by providing these at times which benefits each child the most. For example, when planting beans and seeds she ensures quieter children have opportunities to do this in a one to one situation with her. She extends the activity for those able by providing self adhesive letters for children to select and make up their name to identify their own pots. Children access a generally wide range of resources including those that help them learn about all people in society such as multi-cultural dolls and books that promote diversity; although those that promote Information and Communication Technology (ICT) are limited. Children are beginning to learn to share and play together due to the consistent encouragement and clear boundaries offered by the childminder. Children develop independence as they select resources; they speak with confidence to adults and peers.

The recently introduced system of observation and assessment allows the childminder to make plans for the next steps in children's learning and they generally make good progress. However, she does not always use the Practice Guidance to help her to ensure all children are always fully challenged in each area of learning.

The childminder increases children's awareness of keeping themselves safe by teaching them about road safety when on outings. Effective routines are followed to promote children's health and ongoing well-being. Children know to use their own named cups and to wash their hands after using the toilet to prevent getting germs and becoming unwell. Children learn about foods that are good for them and parents generally follow the childminder's healthy eating policy by providing appropriate foods in their lunch boxes. Children benefit from getting regular fresh

air and exercise as they have walks and use the local park to develop physical skills.

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?	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:

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:

- take action as specified in the early years section of the report. (Documentation) 30/05/2009

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 in the early years section of the report. (Documentation) 30/05/2009