

Inspection report for early years provision

Unique reference number	112923
Inspection date	01/06/2009
Inspector	Lisa Jane Cupples
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 has been registered since 1990. She lives with her husband and two adult children in Gosport, a residential area of Hampshire. The property is easily accessible and is within walking distance of local schools, shops, the beach and parks. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. The family have a dog.

The childminder is registered to provide care for a maximum of six children under eight years, of these, not more than three may be in the early years age range, and only one may be under one year at any one time. She is currently providing care for three children in the early years age range and four older children on a part-time basis.

The childminder is a member of the National Childminding Association and attends local toddler groups regularly.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's welfare and learning is promoted successfully because the childminder takes the time to get to know each child and their families well. She works hard to foster good relationships and as a result, children are happy, settled, safe, and secure while in the childminder's care. Good procedures, effectively implemented policies and ongoing training ensure the provision continues to develop and improve for the benefit of the children. The setting is fully inclusive, ensuring all children are able to participate fully in the activities and experiences, helping them to make good progress in all areas.

What steps need to be taken to improve provision further?

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

- further develop the observation and assessment system for children and link the children's next steps of learning to the six areas of learning to ensure a well balanced programme of activities and experiences are provided
- provide opportunities for parents to make written contributions to their children's learning journeys, helping to fully involve them in their children's learning
- practise regular fire drills with all children to ensure they are fully aware of the procedures to follow in the event of an emergency.

The leadership and management of the early years provision

The childminder has made good progress since the last inspection and has addressed the previous recommendation in full. She has updated her complaints policy in line with requirements and has adapted the layout to ensure all parents

are able to view it on request while maintaining confidentiality at all times. The childminder is skilled at identifying her strengths and possible areas for improvement and has drawn up an ongoing action plan detailing how she intends to improve her practice over the coming months. It details when policies are due to be reviewed, possible training dates and issues she needs to discuss with other practitioners to develop and extend her own understanding of the Early Years Foundation Stage (EYFS) for the benefit of the children. The childminder attends training whenever possible to ensure her practice is current. For example, she has recently renewed her first aid qualification to ensure children will receive appropriate treatment if an accident occurs on the premises. The childminder has strong relationships with the parents and information regarding the children's daily routines, diet, sleep patterns, nappy changing, activities and general well-being is shared openly in the comprehensive daily diaries. Parents have access to their children's learning journeys at any time. However, there are no opportunities for parents to make written contributions about their children's learning in the setting or at home to fully involve them in their children's learning. The childminder has good systems in place to share information with other providers of the EYFS to ensure the children's learning complements their experiences and activities at other settings. The childminder has a good understanding of the child protection procedures and has a full written policy in place which is shared with parents. All adults living on the premises have been vetted to help safeguard the children who attend.

The quality and standards of the early years provision

The childminder has a clear understanding of the EYFS and provides a wide range of experiences and activities for all children. The childminder observes the children at play and uses the information to identify their next steps. She plans individual and group activities and experiences to help the children make good progress towards the early learning goals. However, the observations and next steps do not currently link clearly to the six areas of learning, making it difficult to track if the children are receiving a well balanced programme, covering all six areas of learning equally. Children have access to a wide range of resources and play materials that are suitable for their age and stage of development. They are stored at a low-level in the play room and set out in the garden, ensuring all children can participate fully, while developing their independence and decision making skills effectively. Children have many opportunities to develop their physical skills and begin to understand the importance of a healthy lifestyle through outings and good use of the well equipped garden area. Children are able to practise their climbing skills and ride wheeled toys, developing their spatial awareness. They enjoy walking and collecting natural resources at local parks to create collages using leaves, sticks and cones. Children count during practical activities and free-play and recognise numerals playing board games, such as, number lotto and recognising door numbers on the way to pre-school. Children handle books correctly and enjoy listening to stories. They have opportunities to mark make, developing their emergent writing skills in a variety of ways. Older children are beginning to recognise their names in print in preparation for starting school. Children learn about the properties of the different materials, experimenting with glue and paints, using different techniques and exploring a selection of media, such as, play dough

and gloop. Children benefit from the good quality interaction with the childminder. She is attentive and responsive to their needs and is skilled at knowing when to stand back and let play develop naturally. For example, children decided they wanted wet sand outside, so the childminder asked what they thought they could do to make it wet. The children thought about it and then decided to fill water bottles and transport the water to the sand tray.

Children are beginning to learn the importance of keeping themselves and others safe through daily routines and discussions. For example, they know they must not venture into the fenced off area at the bottom of the garden and must follow clear safety rules when walking to and from pre-school. However, children do not currently practise regular fire drills to ensure they know what to do in the event of an emergency. Children learn about the importance of healthy eating through discussion and the provision of healthy and nutritious choices, such as fresh fruit and vegetables at snack and meal times. Children also grow their own tomatoes at the childminder's house, extending their understanding of how things grow. Children behave extremely well because the childminder implements the clear rules and boundaries consistently. As a result, the children know exactly what is expected of them and they are keen to please the childminder. The childminder is a positive role model, encouraging the use of good manners and praising the children, recognising their efforts and achievements as they help each other during the day. Children are building strong relationships with each other and are beginning to show consideration for others, benefiting greatly from the kind and caring rules that are in place. Children discuss the rules and agree them, helping them to take ownership and get involved in creating their own safe and secure play and learning environment. Children are beginning to learn about the world around them through the use of multicultural resources on a daily basis. The childminder also organises planned topics and themes celebrating festivals, such as, Chinese New Year to develop the children's understanding of diversity and differences.

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

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