

Inspection report for early years provision

Unique reference number	EY313541
Inspection date	16/04/2009
Inspector	Dinah Round

Type of setting	Childminder
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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 to care for children in 2005. She lives with her partner and two children aged two and nine years. They live in a house in Poulner, close to the centre of Ringwood, in Hampshire. Childminding is carried out on the ground floor of the premises only. Children have access to the rear enclosed garden for outdoor play activities. The family have a cat and a guinea pig. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding nine children, of whom four are in the early years age group. The childminder is currently completing a Diploma in Home-based Childcare and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are all valued and included and benefit from the high level of support provided by the childminder. She knows each child well and focuses on their individual interests, care and learning needs which helps them progress well in their learning. Children's welfare is well promoted and they benefit from the effective partnerships that are established with parents. The childminder attends regular training to update her knowledge and is pro-active in using her skills to continually develop her practice to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to extend children's individual care and learning through partnerships with other early years providers
- maximise use of the outdoor play environment, and continue to develop the play opportunities and activities to enhance children's learning

The leadership and management of the early years provision

The provision is well organised with all necessary records maintained which helps to ensure children's safety and welfare. Policies and procedures effectively support the smooth running of the provision and are shared with parents to extend their understanding of the childminder's role. The detailed risk assessments completed for outings and the areas children use means any potential risks to children are minimised. The childminder devotes her time to children in their play, balancing her attention well so all children are included and ensuring they are effectively supervised at all times. Children are safeguarded because the childminder has a secure understanding of the signs and symptoms of child abuse and knows the procedures to follow in the event of concerns about a child.

Space is well organised so children can move freely and safely to independently select their own toys and activities from the extensive range of good quality resources. The outdoor play area is well resourced, although, use of the area is not always maximised to enhance children's learning experiences. The childminder is committed to attending training and workshops to help develop her own skills, and puts the ideas into practice to benefit the children she cares for. The childminder monitors her provision effectively and has a positive attitude towards further development to help improve outcomes for children

Children benefit from the good relationships established between the childminder and parents. Information about children's care and well-being is successfully shared with parents through informal discussions at the beginning and end of the day and details recorded in children's daily dairies. This close working relationship enables the childminder to follow children's particular needs, for example, supporting children when they are toilet training. Children's learning and developmental journals, with photographs, artwork and assessment records are shared with parents to inform them about their child's progress. The childminder has not yet fully explored ways to link with other early years providers to help extend children's individual learning and care. Parents receive regular updates about the childminder's provision, such as a newsletter explaining about the introduction of the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are happy, settled and secure in the warm, caring and child-orientated environment provided. The childminder interacts very well with the children and provides good levels of support and encouragement to help children progress in their learning and development. For example, each child is able to work at their own pace as they make their butterfly magnet and the childminder successfully adapts the activity so it is more manageable for the younger children. The childminder has a clear knowledge of the Early Years Foundation Stage and has drawn up effective systems for recording observations of children's progress and planning for their next steps. These are fed into the weekly planning of activities and outings to provide a broad range of learning experiences which take account of children's interests. Children's independence is fostered well, resources are easily accessible and children confidently make choices in their play, such as choosing a book from the low bookcase to share with the childminder.

Children communicate well with others as they happily share their experiences, and effective questioning by the childminder successfully extends children's thinking. Children are introduced to number in their play, they confidently count the number of stars they need for their butterfly magnet. Children learn about local community through visits to the library, trips to the beach and walks in the forest to collect leaves in autumn. The childminder's calm and caring attitude provides a good role model and teaches children to have an awareness and consideration towards the needs of others. Consequently children cooperate well together and have positive relationships with each other.

Children's safety is given high priority. The childminder takes positive steps to ensure her home and garden are safe and secure, so children can move around freely and safely within their play. Children learn about keeping themselves safe as the childminder talks to them about hazards, teaches them road safety and regularly practises her emergency evacuation procedures. Children learn about healthy life styles, including eating healthy snacks and following good hand hygiene routines. Regular outings and the provision of a good range of large play equipment means children's physical development is promoted 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?	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

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