

Inspection report for early years provision

Unique reference number	151024
Inspection date	08/06/2009
Inspector	Michelle Ann Parham
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 1996 and lives with her husband, who is also a registered childminder, and their three children. They live in a residential area of Stubbington, near Fareham in Hampshire. The property is accessible as toileting facilities are situated on the first floor. The ground floor is used predominantly for childminding and there is a fully enclosed rear garden area suitable for outdoor play. 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. When working with her husband this number increases to eight children under-eight years of which six may be in the early years age range. The childminder is currently caring for five children in the early years age group and three children from five years to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has an NVQ Level 3 Early Years Care and Education qualification. She is a member of the National Childminding Association and attends groups for children on a regular basis. The family have a pet rabbit at the setting in a hutch in the garden and two cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is good with some aspects outstanding. The needs of all children are routinely met as the childminder recognises the uniqueness of each child which ensures inclusion and that they are effectively supported. Children are making good progress in their learning and development as the childminder provides activities and experiences which are fun and interesting and builds on what they know and can do. The childminder's positive attitude, evaluation of the provision and attending further training including obtaining a level three National Vocational Qualification demonstrate the childminder's good capacity for continual improvement of the service and 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 increase knowledge of the early learning goals to ensure activities and experiences planned link clearly to key objectives and areas of learning
- further extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development
- continue to develop partnership with other carers to ensure good sharing of information to meet the individual needs of children and to plan for their learning and development

The leadership and management of the early years provision

Children's health and welfare are effectively underpinned as all required documentation, policies and procedures are in place for the safe management of the setting. Procedures to safeguard children are robust as adults are suitably vetted and children are well supervised as the childminder works in partnership with her husband who has mainly a supportive role. Effective systems are established to record and report concerns and the childminder has attended child protection training to ensure she is clear of signs and symptoms. Formal and informal risk assessments ensure safety within the home and for outings with all hazards identified and minimised. The childminder is vigilant in her supervision and security is well-maintained using a padlock on the entrance gate for example and safety gates within the setting. Children learn to keep safe as they practice road safety as they walk to the local shops for example and discuss the dangers of cars and of strangers. They have expected behaviour within the setting which helps them learn to keep themselves and others safe such as not throwing toys or climbing on furniture. They are encouraged to explore and take risks in a safe environment as they have fun, for example, when they climb on the adventure play apparatus in the rear garden.

Partnership with parents is good as the childminder shares information daily on an informal basis, with diaries used for younger children. Termly reports are also used to ensure parents are fully informed of children's achievements and targets for progress. Some information is collated from parents when children first start at the setting however this does not currently include what they know and can do to ensure they are sufficiently challenged for their abilities. Parents are fully informed of operational procedures as the childminder provides a number of written policies for their own reference. The childminder has good links with the local pre-school however does not share her learning objectives for children which would further promote their learning.

The childminder organises her provision efficiently to support children and their families. She has made good progress in implementing the new Early Years Foundation Stage framework however is still developing practice to ensure early learning goals link to objectives, activities and experiences. Observations show a balanced curriculum and the childminder identifies next steps for development, sharing this information with parents to include them in learning. The childminder is clear of her strengths and areas for improvement. She regularly reviews her service and liaises with other childcare professionals for support and sharing ideas of good practice. The childminder has a positive, proactive approach and strives to extend her knowledge and understanding through training workshops to build on current good practice.

The quality and standards of the early years provision

Children are relaxed and secure in the care of the childminder and her co-childminder as they confidently join in with play and activities. The dedicated play room promotes a welcoming environment and good organisation of resources

promotes children's safety and opportunities to be independent in their choice of play. The children attend a number of groups throughout the week which is beneficial for extending social and communication skills and confidence. The childminder also extends language and literacy further as she helps children learn a letter each week, has a set daily story time and provides opportunities for mark making with key objectives such as developing pencil control. Children have excellent opportunities to be healthy as the childminder provides plenty of resources to promote gross motor skills and fitness. For example in the rear garden the children have a selection of wheeled toys and a wonderful piece of adventure climbing apparatus which incorporates a swing and slide. Children learn to wash their hands at required times and why this is important and brush teeth after main meals to maintain good oral hygiene, therefore developing important habits from a young age. Posters and table mats promote healthy foods and good hygiene and individual paper towels and disposable gloves prevent the spread of infection. Healthy eating is highly promoted with children visiting the local shops each week to choose and weigh various fresh fruits and vegetables for their snacks, learning which foods are good for the body. Parents are encouraged to provide healthy lunches which are stored suitably for freshness and children also have fresh drinks throughout the day which ensures they are nourished and hydrated.

Children have a range of resources which promote the six areas of learning and, for example, problem-solve as they put puzzles together or work out how to stack boxes. They have good opportunities to understand time and change as they complete the calendar and are familiar with the routine of the day. Exciting activities such as planting tomatoes, beans and sunflowers help children learn about growing and measurement terms and concepts and offer good opportunities to develop responsibility and learn how to care for things. Independence is promoted with children encouraged to try and do things for themselves such as taking off own shoes or visiting the toilet area as a result children learn good self care skills and confidence in own abilities. Children are consistently praised for effort and given encouragement which has a positive impact on their self esteem and their willingness to learn and participate. The childminder is highly supportive and offers guidance whenever required. Behaviour management techniques are effective with any issues addressed with the minimum of fuss and sensitively so children learn what is acceptable and about others feelings. Children gain respect and understanding of others as positive images are portrayed in play resources and some festivals and faiths are explored such as Chinese New Year and Divali. Children have opportunities to express creativity and enjoy activities where they use paints and scissors for example as they make Father's Day cards. There are also a number of resources to promote imaginative play such as a farm, dolls house, dressing up and transport vehicles that encourage roll play and imitation of home life. Children make good use of the laptop and have a fabulous range of fun and educational books and programmes which promote learning. The balanced curriculum and access to information technology help children develop important skills for their future economic well-being. The childminder knows the children well and clearly enjoys her role, providing a happy environment where children are encouraged to enjoy and achieve.

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?	1

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?	1
How well are children helped to be healthy?	1
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
---	-----

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