

Inspection report for early years provision

Unique reference number	111802
Inspection date	08/05/2009
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 1988. She lives with her husband, two adult children and one teenager in a house in Gosport, a residential area of Hampshire. The property is easily accessible and is within walking distance of local schools, shops and parks. The childminder uses the ground floor of the property for childminding and there is a fully enclosed rear garden for outdoor play. The family have no pets.

The childminder is registered to provide care for a maximum of six children aged under eight years at any one time on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She currently cares for five children in the early years age range. The childminder is a member of the National Childminding Association and is part of an Accredited Childminding Network.

Overall effectiveness of the early years provision

The quality of the provision is good. Children's welfare and learning are 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 system of recording the children's progress to show when the identified next steps of learning and development are achieved, enabling parents to easily track their children's progress and become more involved in their children's learning

The leadership and management of the early years provision

The childminder continually updates her knowledge and understanding of early years through attending a wide range of training events and workshops. This enables her to evaluate her practice effectively, improving the outcomes for children. For example, the childminder is continually reviewing and updating the written policies and procedures, following additional training events to ensure her practice will continue to improve for the benefit of the children. The childminder builds good relationships with the parents and a wide range of information about their general well-being, daily routines and achievements are shared openly and

the parents have access to their children's records at any time. They are able to make written contributions to their children's records about their learning at home and the progress they make at the setting. The childminder has an open door policy and parents are able to stay as long as they want, to settle the children and share ideas and suggestions with the childminder. Children's safety is promoted well and all adults in the household have been vetted. The childminder has a good understanding of the child protection procedures and knows how to implement them to safeguard the children in her care. She discusses her responsibilities towards safeguarding the children with the parents, ensuring they are fully aware of the procedures and know who to contact if they have any concerns.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals. The childminder observes the children and keeps detailed records of their achievements and daily activities. She effectively assesses the information gathered to identify the children's next steps, enabling her to focus more on the children's individual needs as she plans an extensive range of suitable activities and experiences. However, the childminder does not currently review the next steps to assess when they have been achieved, making it difficult to accurately share the information with parents. The children enjoy a wide range of adult-led and child-initiated activities as they self-select resources and share their ideas with confidence. Children's spoken language is developing well as the childminder talks to them continually, introducing new vocabulary and concepts, such as mathematical language during construction play. They use a wide range of media to develop their imaginations and create art work using man-made and natural resources gathered on nature walks. Children handle books and enjoy listening to stories; the childminder supports the youngest children, helping them to turn the pages and points to the pictures as she reads the stories. The childminder builds the children's interest in books by making the activities fun, using character voices and making noises, bringing the stories to life. The children laugh and giggle as they explore the resources. The childminder ensures she covers all six areas of learning everyday, both inside and outside. The children go on mini-beast hunts in local parks and forests, exploring the natural surroundings and seeing what they can find as they explore and investigate.

Children learn about the importance of healthy eating through activities and the provision of healthy choices. The childminder provides a wide range of fresh fruit and vegetables and talks with the children about the type of food that is good for them. Children are actively encouraged to wash their hands at appropriate times and the childminder uses wipes with the youngest children to help prevent the possible spread of infection. Children are beginning to learn about keeping themselves safe through regular fire drills, ensuring they know what to do in the event of an emergency. Children are beginning to learn about diversity, differences and other cultures through planned topic and themes, such as, celebrating Chinese New Year. The childminder ensures the activities and resources reflect the age and stage of each child and she differentiates activities extremely well to meet their individual needs. The childminder recognises the importance of treating each child as a unique individual and works very closely with the parents to ensure she

respects their wishes while providing an extensive range of activities that are easily accessible to all the children. Children behave well because the childminder implements consistent rules and boundaries. As a result, children know what is expected of them. The childminder is a positive role model and actively promotes the use of good manners, helping to develop the children's social skills effectively.

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