

Inspection report for early years provision

Unique reference number	EY331893
Inspection date	27/04/2009
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 2006. She lives with her husband and their two children in South Ham, Basingstoke. All areas of the home are used for childminding and there is an enclosed garden for outdoor play. Toilet facilities are accessible on the ground floor.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently caring for four 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 satisfactory. All children, including those with English as an additional language, are welcomed into the family environment where they are valued and included. Children's health and safety are generally suitably promoted. Their individual needs are met through discussion with parents and systems are being developed further to ensure their ongoing progress is fully promoted. The childminder reflects on her practice, but areas identified for improvement are not always acted on promptly.

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 parents and other providers of the Early Years Foundation Stage children may attend to fully complement their learning
- further develop children's safety by practising and recording the emergency evacuation procedure
- improve systems to evaluate all aspects of the provision including monitoring the organisation of toys and resources to ensure children regularly benefit from the whole range, including those that promote ICT

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare)

04/05/2009

The leadership and management of the early years provision

The childminder has made some improvements since the last inspection. There is a good range of written policies and procedures to support children's welfare which are shared with parents. However, parental consent is not obtained to seek emergency medical treatment as required by regulation. Children's safety is generally well promoted as risk assessments are used to ensure the home is safe and secure. Although the emergency evacuation procedure is yet to be practised with children.

The childminder is committed to increasing her knowledge and skills in caring for children through attending training. Recently, this includes food and hygiene and workshops in the Early Years Foundation Stage (EYFS). The childminder has identified some areas for development, although these have not all yet been addressed. For example, the continued system used for the organisation of play equipment does not allow children to freely access a full range of resources that cover all areas of learning.

The childminder ensures children who speak English as an additional language are fully included and made welcome. She is active in finding and using words in their home language to enable her to communicate with them. This makes them feel valued and helps them to settle quickly. Regular communication with parents enables information to be shared appropriately to ensure children's care needs are met. Systems to share information regarding children's learning and development with parents and other providers of the Early Years Foundation Stage 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 as the childminder is caring and sensitive towards their needs. She gets to know them quickly despite only caring for them before and after school and talks to them about what they like. Children make satisfactory progress in their learning and development. Recently introduced systems allow the childminder to assess and plan for their next stage in development although parents are yet to be included in this process. In general, children take part in a suitable range of activities. A varied range of resources that promote their learning are in place but they are not all made easily available to enable children to make choices of what to do and play with. All areas of learning are promoted although there are limited resources to help children develop skills in information, communication and technology (ICT).

Children have good levels of concentration and particularly enjoy creative play. They benefit from the time the childminder spends with them helping with homework. They practise reading books brought home from school and learning words in their 'word tin'. Children develop physical skills as they play in the garden. This helps develop their confidence and makes them feel valued. Children respond well to childminder's positive approach to managing their behaviour. They cooperate well with her and other children. Children learn to keep safe as they

travel to and from school. They learn to keep healthy through effective routines such as hand washing.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
--	-----