

Inspection report for early years provision

Unique reference number	112152
Inspection date	10/06/2009
Inspector	Loraine Wardlaw
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 1993. She lives with her husband and their three children aged over eight years, in Popley, Basingstoke. The downstairs of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years and is currently minding six children, under eight, three of whom attend full-time and are in the early years age range. The family have two pet dogs. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. The warm and caring childminder builds positive relationships with children and meets their care and learning needs appropriately. Her recent increased knowledge of the Early Years Foundation Stage (EYFS) requirements means that children are provided with a suitable environment in which to play and learn, alongside the satisfactory support and challenge she offers them. The childminder has an adequate knowledge of inclusive practice but needs to be more pro-active to raise children's awareness of other cultures, beliefs and to value differences. Self-reflection and evaluation has taken place since the last inspection which ensures future development of the provision.

What steps need to be taken to improve provision further?

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

- introduce activities/experiences which develop children's awareness of other cultures and beliefs valuing differences in others
- further promote children's language for thinking and problem solving and reasoning skills in everyday activities and routines
- plan and implement quality adult-led activities which build on children's interests and next learning steps as identified in the observation and assessment system
- ensure existing injuries are recorded appropriately

The leadership and management of the early years provision

The childminder organises the children's day to ensure their care and learning needs are suitably met; they enjoy a variety of worthwhile activities both indoors and out and have good care routines. Although the childminder has accessed EYFS training which has enabled her to have a better understanding of development matters linked to the areas of learning and steps to the early learning goals, she

now needs to build on this knowledge, to plan and implement good quality, active, learning experiences. The childminder is fairly self-aware and has started to evaluate her practice with targets in place to secure future improvements; these include working more closely with parents to enhance children's learning and development and improving her garden provision. The childminder builds good relationships with parents and has sound systems to liaise with parents on care and learning issues. She communicates daily with parents and has started to record children's developmental progress. Children are safeguarded from possible abuse because the childminder knows how to carry out the child protection procedure and shares her policy with parents. The childminder has conducted a suitable risk assessment on her home and supervises children appropriately according to their age and stage of development. She has introduced emergency wrist straps and fluorescent jackets for the children to wear on outings and walks, which contributes positively to keeping children safe. All of the required documentation is in place but the existing injuries record is not used.

The quality and standards of the early years provision

Young children receive sympathetic and positive attention from the childminder with whom they build a good relationship; they are happy and settled in the home and care of the childminder. Children are content to access the toy resources which are satisfactorily organised in the designated conservatory/play room. They freely and independently select play dough and other play resources, interacting harmoniously with their peers; they are courteous and behave well because the childminder offers them clear boundaries and lots of praise and encouragement. Children enjoy planned activities such as creating a Father's Day card; they spend a long time selecting and talking about the collage materials, using the glue and are proud of their achievements. Although the childminder promotes children's recognition of shape, colour and encourages them to write emergently on paper, she is not yet confident in promoting their problem solving and reasoning skills and language for thinking. Questions to promote their communication and thinking skills posed by the childminder are often closed. The childminder has introduced an observation and assessment system to plan children's next steps, but the EYFS guidance needs to be used more, to build up effective practice and increase the childminder's knowledge of all aspects within the areas of learning. The childminder increases children's awareness of keeping themselves safe by incidental opportunities, such as when a child has an accident at home with hair straighteners, they observe a nurse dress the child's wound and talk about the dangers of touching hot things. Children follow good hygiene routines; they regularly wash their hands and have individual towels to use. They enjoy regular healthy snacks of fruit and cereal bars and are provided with a sandwich and fruit lunch with squash. Children access the outdoors most days, making use of the many local parks, which develops their physical skills.

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?	2
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

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