

Inspection report for early years provision

Unique reference number	151058
Inspection date	25/06/2009
Inspector	Lynn Reeves
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 2000. She lives with her husband and two children in a residential area of Emsworth. The childminder is registered to provide care for six children at any one time. The childminder is on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. At present, the childminder provides care for three children on a part-time basis, all are in the early years age group. The childminder is also registered to provide overnight care for two children aged under eight years.

Access to the property is on one level and schools, shops and parks are located nearby. Children have access to all areas of the home on the ground floor with additional toilet and rest facilities on the first floor. There is a fully enclosed rear garden area available for outdoor play and the family have cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very settled and confident in the childminder's care as she knows them very well and provides a good range of activities that interest them as individuals. The childminder has increased her understanding of the regulations by developing her own policies and procedures which are implemented effectively. The childminder maintains documentation well and ensures information is stored securely. The environment is organised well to ensure no child feels excluded or disadvantaged.

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 Years Foundation Stage to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation.
- promote children's good health at all times, with particular regard to hand washing before snacks

The leadership and management of the early years provision

The childminder organises her home and business well and has developed her own policies and procedures to support her work. The childminder is aware of her strengths and areas for improvement as she has begun a self-evaluation process which she uses to enhance her provision to ensure it continues to be beneficial for the children in her care. The childminder has a secure knowledge of the Early Years Foundation Stage, however, continual training in this area would enhance her practice further.

Good procedures are in place to safeguard children's welfare. The childminder has

clear written risk assessments in place and children benefit from the high levels of supervision they receive. The childminder demonstrates a clear understanding of child protection issues and who to report any concerns to. She has procedures in place to ensure all accidents and any pre-existing injuries a child arrives with are recorded to safeguard children. Children's good health and well-being are promoted in most areas as the childminder has procedures in place. For example, the home and resources are kept clean. The childminder encourages children's self-care skills with regards to helping prepare snacks and pouring their own drinks. Good procedures are in place for nappy changing and hand washing after toileting, however, this practice is not always consistent before snack time. Children benefit from healthy snacks and meals, regular exercise and fresh air.

A good selection of information is shared with parents and carers regarding the childminder's business, as they receive copies of the childminder's policies and procedures. Parents also enjoy time to discuss their child's daily activities and general well-being on a daily basis at handover time and via the daily diaries. Additional information, such as photographs and evidence of children's work is also made available. Letters from previous and current parents reflect the high opinion they have of the childminder and of the professional service she provides for each child.

The quality and standards of the early years provision

Children are making very good progress in all areas of learning as the childminder provides them with activities that excite and challenge them. She provides a good mix of adult led and child initiated play, offering high levels of interaction as well as encouraging children to play alone to explore and investigate for themselves. This helps to promote their independence and develop their self-esteem. Children are very independent and secure in expressing their wishes to the childminder. For example, as they play with cars on the decking outside they ask if they can have some larger ones to roll down the slide. Children use their imagination well as they turn a cardboard box into a play garage which they ride their sit on toys into. Children thoroughly enjoy spending time with each other at the childminder's home; they giggle excitedly as they play together and demonstrate good hand-eye co-ordination as they throw and catch balls.

Children's literacy skills are being developed as they search for familiar letters on road signs and use an assortment of books for reference and reading. They have opportunity to mark make during role play, using chalk boards and making lists. Children use their senses in a variety of ways playing in the sand and water tray and are introduced to new concepts such as jelly and shaving foam.

The childminder enjoys becoming involved with the children's play and ensures that children benefit from a range of well planned activities. She is aware that sometimes activities are spontaneous, depending on how the children feel. Children behave exceptionally well in the childminder's care because the childminder has introduced systems that are appropriate to the children's age and stage of development and understanding. For example, the children receive a lot of praise, encouragement and recognition for their good behaviour and efforts,

ensuring they feel valued and included at all times.

Children learn how to stay safe indoors as they practise regular fire drills and talk about road safety issues and stranger danger when out walking. The childminder plans various outdoor activities and outings. Children visit places, such as the beach, local parks, country parks, farms and the library. Children are developing good social interaction and enjoy spending time at the local toddler groups where they can mix with a range of different aged children. Children can be physically energetic playing in the garden or at the park and develop their understanding of their local environment and the wider world through planned activities and celebrating festivals. The environment is organised very well to ensure children can access toys independently and the good range of learning posters displayed around the rooms enhance children's learning.

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