

Inspection report for early years provision

Unique reference number	111531
Inspection date	25/08/2009
Inspector	Clare Moore
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 1991. She lives with her husband and adult son in a house in Waterlooville, a residential area of Hampshire. The premises are close to local schools, shops and parks. The ground floor is used for childminding with sleeping facilities on the first floor. There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight. She is currently minding two children in the early years age range on a part-time basis. The childminder walks to local pre-schools to take and collect children. She keeps a small number of pets. The childminder attends a toddler group and a drama group each week.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are confident, well motivated and show a sense of belonging. All children are valued as individuals and relationships between the children and the childminder are warm, supportive and friendly. Children are safe and secure and all statutory requirements are met.

What steps need to be taken to improve provision further?

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

- develop positive attitudes to diversity through activities, images and resources that promote and value diversity and difference
- promote healthy eating through sharing information with children and parents and providing activities such as food preparation to encourage children's enjoyment of healthy food
- further develop partnership working by sharing information with parents about the Early Years Foundation Stage, offering opportunities for them to become more involved in their children's learning and to share and contribute to children's records
- review the organisation of the daily routine to ensure there is time for children to enjoy stories

The leadership and management of the early years provision

The childminder evaluates her provision and shows clearly the steps she has taken to improve. These include attending training, implementing the Early Years Foundation Stage, developing policies, procedures, complaints information and risk assessments. This helps to underpin the service she provides and promote children's welfare. She also has clear aims for future improvements.

She exchanges information with parents informally on a daily basis, invites comments and suggestions and makes sure they are familiar with her ways of working. They are involved, to some extent, in the records as the childminder discusses with them what children already know and can do at the beginning to find out about children's individual needs, likes, dislikes and interests. At the present time parents are not yet informed about the Early Years Foundation Stage or actively involved with the childminder in children's learning or ongoing contribution to children's records.

Children are safeguarded well as the childminder carries out risk assessments of all areas of the house that children use and all outings. She is confident regarding child protection issues, holds reference information and knows the procedures to follow.

The quality and standards of the early years provision

Children start to find out about keeping themselves safe as they show interest in a smoke detector that goes off unexpectedly which leads to discussion about fire safety and a practice evacuation of the premises. They also start to take an active role when crossing roads as they operate the buttons on the pelican crossing, look out for the green sign and know that they have to wait for the green man. Children energetically take part in physical activity, dancing indoors and climbing, playing games, balancing and using equipment in the garden. They are offered drinks at intervals or as they wish and have regular snacks and meals. They do not often choose healthy drinks or take part in food preparation and tasting activities that promote an interest in healthy eating.

Children enjoy their play and learning as the childminder supports them well and gives them encouragement and challenge. They are able to access the resources and make choices about what they do, for example choosing a train track and a train to set up. They develop their imagination as they engage in elaborate role-play, taking care of their dolls and going through daily routines of meals, washing, dressing and going out. During this activity they solve problems of size and shape as they dress the dolls and develop physical skills as they handle blankets, cots and buggies. They put together puzzles and practise language skills as they name the pictures on the cards. They use technology as they operate a phonic letter recognition game, developing skills that will contribute to their future economic well-being. They explore different media as they paint, use chalk to make marks on the patio and play in the sand. They show an interest in books, spending time looking at pictures and turning pages and sometimes enjoy stories though this is not an everyday occurrence. They make steady progress in their learning as the childminder knows them well, makes observations and plans relevant learning experiences. Each child has this information in an individual folder, beginning with clear starting points under 'All about me' which is well illustrated with photographs and descriptions of activities.

Children find out about some aspects of difference as they talk about their families and different pets they keep but little is done to raise awareness and develop positive attitudes to different cultures, disability and gender. Children are polite

and sensitive to the needs of others, they often help each other, for example with putting on shoes. They apologise, sometimes with support, if they have offended.

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

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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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