

Inspection report for early years provision

Unique reference number	EY301887
Inspection date	17/08/2009
Inspector	Lynne Elizabeth Lewington
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 registered in 2005. She lives with her partner and her two grown up daughters in a house in Tadley, Basingstoke. The ground floor is used for play and a bedroom may be used for rest. There is a secure garden for outside play. The property has level access and toilet facilities on the first floor. Shops, toddler groups, a park, library and other amenities are within walking distance.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her registration permits her to care for a maximum of four children under eight years, of these, three children may be in the early years age range, at any one time. She currently minds three children, in the early years age range, who attend on a part-time basis. The childminder can take and collect children from local schools and pre-schools. She attends local children's activities. The family have a pet dog, cat and guinea pigs.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder provides a secure and caring environment where suitable care is taken to meet individual needs. Informal information sharing with parents ensures an understanding of each child is achieved. All children are welcomed warmly; and participate in activities at a level suitable to their age, abilities and needs. The childminder has made many improvements to the service she offers since her last inspection indicating she has the potential to continue to improve the service she offers to young children and their families.

What steps need to be taken to improve provision further?

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

- continue to develop abilities to observe children's achievements and interests and use this information to plan relevant and motivating learning experiences, linked to the areas of learning, to help each child progress to the next stage of learning.
- organise children's resources to enable easier access and encourage children's abilities to care for them appropriately
- continue to develop skills to meet individual children's specific learning needs

The leadership and management of the early years provision

The childminder develops positive relationships with parents as she invites them into her home and makes them feel welcome. She shares information informally about the children's daily activities and achievements verbally. Photographs also support her information sharing.

A comprehensive risk assessment is in place and an evacuation procedure is planned and practised to ensure the setting can be evacuated swiftly and safely. The childminder encourages the children to think about safety, for example as they cross roads. She discourages them from throwing toys and running indoors. The childminder demonstrates a suitable understanding of child protection issues and the action she will take if she is concerned about a child in her care in order to safeguard them.

Children have suitable space for their play both indoors and out. A wide variety of toys and resources are available, however, the toys are not stored effectively to enable the children to make choices or access them easily. Consequently, the children do not make full use of the resources or look after them appropriately.

Children have access to drinks throughout the day to prevent dehydration and they enjoy a variety of snacks including jam tarts and biscuits. Parents provide children's meals. These are stored appropriately to ensure they remain fresh until lunchtime.

The childminder has appropriate policies to support her practice and she is maintaining all the required records and consents. She has undertaken a first aid course and maintains a well equipped first aid kit in order to confidently deal with any accidents which may occur.

The childminder has self-evaluated her work and identified further areas of her service that she would like to improve. This indicates accurately areas for further improvement, including observation and assessment and developing knowledge of children's individual learning needs.

The quality and standards of the early years provision

Children appear relaxed and confident in the childminders home. They move freely between the lounge and garden under the watchful eye of the childminder. They ask for items and the childminder suggests activities they may like to do. Low level table and chairs enable the children to undertake activities safely.

The children enjoy the warmth and cuddle the childminder offers them as they sit close to enjoy a story. Children show awareness of the story and comment on what they can see in the pictures and what they think will happen, developing their language skills and enjoyment of books. They have opportunities to use pencils and crayons, paint and use dough. Children demonstrate developing awareness of colours, shape and position as they play with the dough and their dexterity increases as they use scissors and simple tools to cut and make marks in the dough.

Children show developing awareness of the needs of others as they help the youngest child. They are learning to take turns as they play and to control their emotions when things do not go to plan. The childminder is patient and encouraging, recognising the children's developmental stages and responding consistently and fairly to challenging behaviour.

Children develop their physical skills as they use the varied outdoor equipment. They talk about what they see on outings and in the garden, they look at the weather and learn to respect and treat the dog and guinea pigs respectfully.

The childminder is developing her abilities to observe the children and identify the progress in their development. She is starting to link this to the next steps in their learning and her planning but she lacks confidence in this. The childminder has identified a need to improve her skills and knowledge regarding specific learning needs and has started to seek opportunities to increase her skill for the benefit of the children.

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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