

Inspection report for early years provision

Unique reference number	111402
Inspection date	24/08/2009
Inspector	Carole Gronow
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 1995. Two adult children live with her at her home in Winklebury, Basingstoke and they have a pet cat. Although all areas of the premises are available for childminding, this always takes place on the ground floor where there is both a dedicated playroom and a cloakroom. Children have access to a secure back garden which has decked and grassed areas for outdoor play.

The childminder is registered on the Early Years Register and on both parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, of which no more than three may be in the early years age group. However, when she is working with an assistant they can care for up to seven children between them. The childminder is currently caring for four children who are in the early years age group and three further children who are under eight. She also offers care to older children. Children attend for a variety of times and days. The childminder takes and collects children to and from both local primary school and preschool and she attends toddler groups with them.

The childminder holds a CACHE Level 3 Certificate in Childminding Practice.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder is committed to the on-going improvement and development of her provision and to making sure that she offers a fully inclusive, good quality service. The childminder strives to build good relationships with parents and carers and these help her to both become fully aware of and consequently meet the needs of each individual child in her care. As yet, she has not developed links with other providers who deliver the Early Years Foundation Stage to children she cares for to ensure that there is consistency in their care. The childminder undertakes some self evaluation and she seeks the views of parents and carers by means of an annual survey. However, due to the nature of the questions asked it's value in helping her identify areas for development is very limited.

What steps need to be taken to improve provision further?

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

- continue to develop the methods of recording and assessing children's achievements in order to be able to effectively track children's progress in their learning and development
- develop partnerships with other Early Years providers of children cared for in order to ensure good sharing of information to meet the individual needs of children and to plan for their learning and development.

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

- keep a record which clearly shows when risk assessments are carried out, by whom, the date of their review and any action taken following a review or incident (Documentation)

30/09/2009

The leadership and management of the early years provision

The childminder places high importance on ensuring that children remain safe all the time they are in her care. Daily checklists remind the childminder what needs to be looked at and anything she identifies is promptly addressed. Visual risk assessments are on-going, however, the childminder does not keep any record to show when these risk assessments are carried out, reviewed or when any action is taken which is a breach of regulation.

In order to support her in her work and to enhance the quality of her provision the childminder attends relevant training on a very regular basis. Parents and carers are provided with a good range of information both about their children and the childminder's service. This includes, detailed notice boards, photographs of activities, daily diaries where care needs are written down as well as records documenting their learning and development. Parents and carers also have daily discussions with the childminder and are provided with information about policies and procedures. They are requested to sign many consent forms so the childminder is sure that she cares for children according to parental wishes.

The quality and standards of the early years provision

Children are both happy and are very much at home with the childminder and are very familiar with the daily routines. For instance, they help to tidy away when asked and know that when the childminder has her gloves and a dry nappy in her hand that they need to go with her to have it changed in privacy, away from other children. They enjoy close affectionate relationships with the childminder, confidently asking her when they want a drink or when they want to snuggle in to her showing they are ready for their nap and they know she will respond. They enjoy a wide range of activities which the childminder plans to ensure that they make progress in their learning and development and so that they have experiences that cover all the areas of learning. They enjoy background music whilst they are playing and they join in copying the childminder with actions songs such as 'If you're happy and you know it', stamping their feet and nodding their head. They smile with delight when they are praised for finding and touching their heads, shoulders, knees and toes when they are singing that song. They enjoy moving to the beat of the music and waving their ribbon streamers all around.

Children learn about how things change by doing simple experiments. They are fascinated by how coloured oil and water separate out and when salt is added it appears to create something like a lava lamp. They enjoy cookery; for instance they help to mix the different ingredients together and then bake bread. They

learn about differences between people in different ways, for example as the childminder has extensive experience of dietary allergies, they consider how to make bread differently - with rye, so that everyone can be fully included in the activity and enjoy the end result. But they also learn how people can react and understand that you must not share food as some people can become so ill that they need to wear bracelets to alert others. Children gain in confidence and self-esteem as this is well promoted by the childminder who praises them at every opportunity. In response, children grin broadly and it also encourages them to persevere with their chosen activities. For instance, they pick up shapes to fit the electronic sorter and when they put them in correctly they clap themselves and look at others knowing that they will clap as well. Children learn how to keep themselves safe as the childminder explains to them about stranger danger and also how to behave when out walking. When they are walking they learn to stay close to the childminder and they put into practice the Green Cross Code when they cross roads. They also have some opportunities to learn how to respond if they should have to leave the premises in an emergency because on occasions they practise the emergency evacuation plan that the childminder has in place.

Through discussion the childminder shows that she has a very good all round knowledge of all the children she cares for. She is aware of recent achievements and takes photographs of children which she places in their own scrapbook. She makes comments on pictures and does identify which areas of learning they cover, but she does not identify the aspect or age. She uses her knowledge of child development to aid her in planning for individual children's progress and their next steps in learning which she records, but she does not always record when these have been completed. Consequently the system that is in place to record and assess children's achievements does not effectively track the progress that children are making on their learning journey.

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.	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?	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?	3
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

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
--	-----