

Inspection report for early years provision

Unique reference number	113014
Inspection date	25/08/2009
Inspector	Heidi Abernethy
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 was registered in 1998. She lives with her two adult children. They live in a house in Whiteley, Hampshire. The whole of the home is registered although minding mostly takes place downstairs. Toileting facilities are downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. She is a member of the National Childminding Association (NCMA). The family have a pet dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder works effectively with parents to ensure the individual needs of children are met. She has a good knowledge about the children's requirements, families and home backgrounds which ensures a shared understanding of the children is achieved. The childminder has good systems of self-evaluation to ensure areas for development are identified and addressed.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment records to ensure information obtained from the observations is fully utilised to identify next steps across all areas of learning
- continue to establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's individual learning and development.

The leadership and management of the early years provision

The childminder has a secure knowledge about child protection procedures and knows where to make referrals. She has obtained required written parental permissions which ensures parents are well informed and children are safe. The childminder has conducted risk assessments for both her home and outings. This ensures hazards are identified and minimised. The childminder has had a visit from a fire safety officer to ensure her smoke alarms are fitted in the appropriate places and to do a general fire safety check on her home. This ensures children are cared

for within a safe environment.

The childminder has completed a self-evaluation record and informed the childcare inspector that 'this was beneficial in helping me to identify areas for development'. The childminder has recognised areas of development for her planning of activities and wishes to ensure the plans reflect the individual needs of children rather than a general plan for all the children.

The childminder liaises with other professionals such as special needs teachers at the schools children attend. She communicates with them about how the children have been and their general welfare during the day. However, the childminder has not fully established a two-way flow of information with other early years providers to ensure a collaborative approach is achieved with children's individual learning and development.

The quality and standards of the early years provision

The childminder has implemented systems of observation and assessment in line with the Early Years Foundation Stage. She records the observations of what the children do within the appropriate areas of learning. However, the childminder is not fully utilising the information she obtains from the observations to identify individual next steps across all areas of learning for the children.

Children have opportunities to develop problem solving skills as they work out where pieces of a puzzle go into the puzzle boards. The childminder offers praise and encouragement which in turn boosts children's self-esteem and confidence. Toys and resources are at low level which enables children to access them independently. Children are able to bring resources from home such as hand-held computer consoles. The childminder provides children with opportunities to relax and have fun playing their games on these consoles.

The childminder works well with parents to ensure the individual needs of children are met. For example, she works effectively alongside parents to encourage children with potty training. Young children sit on the potty and the childminder claps her hands as children manage to use the potty to go to toilet. This boosts the self-esteem and confidence of the children.

Children of different ages play well alongside each other. They enjoy kicking balls to each other in the garden. The childminder introduces basic counting skills to young children as she counts alongside the children kicking the balls. Children enjoy going to play parks to play on the equipment and have fun exploring the woods on the walk to and from the local school. They attend local groups with the childminder where they learn to socialise and interact with their peers.

Children show respect for their environment as they tidy away the resources before going outside to play. The childminder introduces different seasonal and festival activities each month such as making American headdresses. She talks to children about different religions and provides children with multicultural resources such as books and puzzles. Children sit together to have meals which ensures they

all feel involved and included. The childminder has a low level toilet step and a potty which enables all children to access the toileting facilities independently.

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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