

Inspection report for early years provision

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| Unique reference number | 111546 |
| Inspection date | 03/09/2009 |
| Inspector | Amanda Shedden |
| Type of setting | Childminder |

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered for eight years.

The childminder is registered to provide care for six children under the age of eight years; of these not more than four may be in the early year's age group. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The registration does not include over night care. There are currently five children on roll who are within the early year's age range, some of whom attend part-time.

The childminder lives with her husband and their two school aged children. The family have a dog.

The childminder lives in a three bed roomed detached bungalow, making access easy to all areas of the property. The home is situated in a small cul-de-sac, in a rural suburb of Basingstoke.

Minded children have access to the lounge/dining room, large hallway, two bedrooms, one of which is used as a playroom, the other is used for sleeping and children have use of the bathroom. There is also a large rear garden.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled at the childminder's home. Their needs are met as the childminder knows the children very well; all children are offered an interesting and varied range of activities that interest them. She does not yet have a fully secure understanding of the Early Years Foundation Stage (EYFS), although the planning of the children's daily activities means that overall, they make satisfactory progress in their learning. Systems are not developed to enable her to drive in continuous improvement in all areas. However she has identified the need to develop her understanding of the EYFS.

What steps need to be taken to improve provision further?

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

- put in place a record of risk assessment for the home environment and each type of outing (safeguarding and promoting children's welfare)
- 30/09/2009

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

- continue to develop assessment systems in order to match the observations

of children to the expectations of the learning goals and to identify learning priorities for each child

- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning and knowledge of children's achievements, gained from observation

The effectiveness of leadership and management of the early years provision

Children's care and learning is generally promoted because the childminder has a sound understanding of child development, however, she does not link this knowledge to the early learning goals to ensure that the children are receiving a balance of worthwhile experiences across the six areas of learning. She has created a range of policies and procedures to support her practise which are shared with the parents, ensuring they are fully informed of all aspects of the care she offers to them and their children. The childminder ensures that she provides a service that is inclusive for all children and their families by talking to the parents regularly and making sure that her practise reflects the individual needs of each child.

Children benefit from the well-organised, safe environment. The childminder ensures that all hazards are minimised, however, no risk assessments are in place. This is a breach of a requirement of the Early Years Foundation Stage framework. The childminder has not yet put in a system of self evaluation to help identify or focus on the most significant areas in need of development; she does however replenish her resources to ensure that children of all ages have activities that interest them.

The environment is very welcoming with displays of the children's art work displayed giving them a sense of belonging. The children have warm relationships with the childminder and her family and enjoy lots of cuddles and positive interaction from the childminder and her children, helping to build on their self-esteem and confidence. The childminder makes sound use of routines and incidental opportunities to support and promote children's learning. For instance, looking at the sizes of tadpoles and comparing the sizes of the apples picked off the tree in the garden.

Parents are very happy with the childminder, they appreciate the care and range of activities that their children participate in. Children benefit from the clear lines of communication between the childminder and their parents. Information is shared daily verbally at arrival and collection time and also during the day, for instance photographs of the children enjoying themselves will be sent enabling the parents to instantly see their children involved in a range of activities.

The quality and standards of the early years provision and outcomes for children

Children are content and enjoy the time they spend in the childminder's care. They participate in a wide range of activities both inside and outside the home. New children settle very quickly as the childminder ensures that they have introductory sessions and collects all necessary information to ensure that they can be cared for according to their individual needs. The childminder's knowledge of the individual children enables her to make the activities suitable for the individual child to enable them to progress. For instance, children will be encouraged to choose puzzles that are appropriate to their stage of development enabling them to gain a sense of achievement. Observations are made on the children, however; they are not linked to the early learning goals nor are the children's next steps identified.

Children demonstrate a sense of security, they move around the home and garden confidently and safely, they know what to do if an evacuation is necessary and how to stay safe as they walk to and from school. Children confidently choose resources and there is a good balance of child led and adult initiated play. Children enjoy a range of creative activities from making spiders, painting their models and making patterns with beads. They have a healthy lifestyle, each day they play in the garden or go for walks where they may observe tadpoles or help to feed horses. The childminder ensures that they are offered a range of nutritious meals that she cooks for them and they are fully aware to wash their hands at the appropriate times using individual flannels and towels.

The children's behaviour is very good. They co-operate with each other, showing patience whilst taking turns on the swing or whilst sharing the other resources, each knowing that their turn will come. They respond well to the praise and encouragement they receive from the childminder building on their self esteem. When it is time to tidy up they help care for the resources by putting them away in the correct boxes. They learn to socialise with each other and others as they meet with other childminders and attend groups in the community.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 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

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

Met