

Inspection report for early years provision

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Inspection date	15/09/2009
Inspector	Coral Hales
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 since 1998 and lives with her husband and adult daughter in Gosport, Hampshire. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child in the early years age group and also cares for children over the age of five. Local shops and parks are within walking distance of the home and the childminder takes and collects children from Elson Infant & Junior schools. Childminding occurs on the ground floor of the home with the first floor accessed for toileting purposes only. There is a fully enclosed rear garden area available for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are comfortable and settled because the childminder strives to meet their individual needs. The effective partnership with parents contributes significantly and ensures continuity of care is promoted. The childminder provides a child-friendly, bright and interesting home and resources are easily accessible to promote children's independence. The childminder has a working knowledge of the Early Years Foundation Stage framework and continues to develop her understanding of the early learning goals. Children make satisfactory progress given their age, ability and starting points. She has a suitable understanding of the need to monitor and reflect on her practice and is currently implementing the written self evaluation document.

What steps need to be taken to improve provision further?

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

- update knowledge and understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately to ensure children's welfare is safeguarded appropriately
- maintain risk assessment records as required
- increase knowledge of the early learning goals to ensure activities planned incorporate each area of learning
- extend the resources and activities that raise children's awareness of diversity and the world in which we live
- further develop observations and assessments to clearly show progress and children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has attended some training relating to child protection. She has a clear understanding of the signs and

symptoms of child abuse. A written policy is in place which is shared with parents, however, this is not fully in line with new requirements. Children are well supervised at all times and effective safety measures keep them safe in the home. Written risk assessments are in place and the childminder completes assessments when taking the children on outings. However, the records are not fully in line with new requirements.

The childminder clearly enjoys her job and children are settled and happy; close and caring relationships are evident. She is experienced, motivated and keen to develop her professional development having recently completed a NVQ level three qualification. She understands the need for reflective practice and has just implemented a written self-evaluation document which helps her to identify some priorities for development. This system is not yet fully effective.

The childminder offers an inclusive, safe and accessible environment. She creates time for parents and involves them, for example, in the settling in arrangements. Partnerships are friendly and relaxed and the childminder knows each child and their families well enabling her to effectively meet the children's needs.

The childminder has a basic awareness of different customs and practices and provides children with some opportunities to develop their understanding of the wider world, however, these are limited. Other resources are plentiful and the childminder organises her provision well for the benefit of the children attending.

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

Children are settled and happy in the childminder's care and she ensures that they receive lots of individual attention. She ensures that children's starting points are identified and documents their initial settling in, sharing this information with parents. The childminder is beginning to make observations and assessments of children's progress. However, these do not clearly link to the expectations of the early learning goals or identify children's next steps in learning.

The childminder has a working knowledge of child development and continues to develop her knowledge of the early learning goals. She knows the children well and recognises their current stages of development and they make satisfactory progress in their learning. She allows the children to make their own choices throughout the day and then interacts to extend and further develop their understanding. The childminder sets out a good selection of resources to enable the children to make choices. She is very aware of young children's short attention span and is supportive as they change the activities frequently.

Children enjoy learning and are curious and interested, for example, they run excitedly into the hall to pick up the post. A toy drill is chosen by the children and the childminder quickly shows them how to operate it and this is quickly copied. Together they play with musical and interactive toys and enjoy listening to music

and songs. Good imagination is shown as the children use the toy mobile phone mimicking adult conversation and facial expressions. Children go out daily into the community, for example, as they use public transport to take the older children to school. They regularly visit local groups and also to places of interest such as the seashore, the forest or local play areas. Children begin to develop some understanding of diversity by looking at books and the childminder has identified this as an area to improve and develop.

Children are kept safe within the home and the childminder reminds them about safety issues, for example, she explains why she has a lock on the gate to keep them safe. Children's independence is well promoted and they are encouraged to complete their own simple routines, such as hand washing. Children sleep as required and soon settle with familiar items to cuddle up to and are checked regularly and wake refreshed and happy. Main meals are provided by parents and the childminder helps the children to begin to understand healthy foods such as fruit.

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

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

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

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: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop and implement a written safeguarding children policy and procedure (to include the procedure to be followed in the event of an allegation being made against a member of the family) 09/10/2009