

Inspection report for early years provision

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Inspection date	23/11/2009
Inspector	Melissa Cox
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 minding since 1989. She lives in a three bedroom detached house in the Lychpit area of Basingstoke, with her husband and grownup daughter. She concentrates mainly on after school care, which is term time only.

The childminder is registered to care for a maximum of three children in the early years age group at any one time. She currently minds four children in the early years age group. She also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are no family pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy, settled and secure, because the childminder is caring and attentive to their welfare needs. Relationships are warm and positive, facilitating children to enjoy a real sense of belonging. Children receive appropriate opportunities to enable them to develop their early developmental skills. The childminder gathers suitable information from parents in order to fully understand the child and meet their individual needs. Each child is recognised as an individual, taking into account their routines and preferences.

What steps need to be taken to improve provision further?

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

- ensure an effective safeguarding children policy and procedure is implemented (safeguarding and welfare) 14/12/2009

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

- increase understanding of complaints procedure to ensure that any complaints are dealt with effectively and that the policy contains complete contact details for Ofsted

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of child protection and how to safeguard children. Although the childminder is able to effectively explain procedures she will undertake to safeguard children in her care, she does not have an effective safeguarding procedure, which is a breach of the requirements. The childminder conducts a risk assessment of her home on a practical level, identifying aspects of the environment that need to be checked on a regular basis.

She gives much thought to children's safety when walking to and from school, when on outings and using public transport, so that they are protected from dangers and feel safe. The childminder maintains all records, such as the attendance register, medication and accident records, and all children's details, as required.

Children quickly settle and are secure and comfortable in the childminder's home. They benefit from the childminder taking account of their preferences and providing suitable environments for them to relax. She promotes equality and diversity by welcoming all children warmly, treating them as individuals and meeting their separate needs well, overall. The space is well organised providing children with places to play, be creative and rest whilst not interrupting the needs of their peers. Overall, the resources and equipment are of a good quality, attractively displayed and deployed thoughtfully throughout the home. Children enjoy learning because the childminder actively engages their interest and enthusiasm.

The childminder's simple self-evaluation of her service accurately reflects areas which will benefit from further attention. Since the last inspection, the childminder has addressed all her previous recommendations and updated her written policies and procedures and the service she offers. The childminder has established good initial contact systems, uses settling in periods and daily liaison verbally to continually engage parents. She keeps parents informed about their children's activities and achievements through discussion and shares necessary policy documents, although the complaints information lacks some details.

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

Children are cared for in a loving and caring environment which enables children to develop a sense of belonging and trust. Children are happy and feel safe as they respond positively to the individual attention they receive from the caring childminder. Children enjoy a range and balance of activities in the home, including arts and crafts. The childminder has a good understanding of children's individual abilities by using information from parents and by making sure that all children receive the support they need to be able to participate fully. She sits with the children, talks to them, asks them questions and participates in their play activities to help them develop and learn. As all children cared for are school age, observation and assessments procedures are satisfactory as the children attend after school only for short periods of time. However, children are excited and motivated to learn, because the childminder provides a variety of interesting resources and encourages them to explore and discover, for example, as children make a long tighrope of magnetic shapes across the floor. They are developing skills for the future, though cooperative play, sharing and turn taking. Children feel safe in the setting because routines are consistent and familiar. They feel secure, because the childminder talks to them all the time and includes them in choices about snacks, behaviour and activities.

Children's emotional development is promoted as they form close, secure

relationships with the childminder. She ensures that there are consistent boundaries and the use of 'house rules' further promote the children's sense of security and enables them to develop their understanding of appropriate behaviour. All children are learning to share and take turns and to consider the feelings of others under the childminder's sensitive guidance, such as, praising them for passing a toy to another child. Children's safety is well promoted because the childminder reinforces children's safety through gentle reminders about being safe and appropriate behaviour.

Children's health is well promoted as they enjoy snacks of fruit and are provided with regular drinks. They are adopting good personal hygiene habits and readily go to wash their hands before eating meals. Children have daily opportunities to enjoy fresh air and exercise through walking to school and playing in the garden or park.

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	3

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	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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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 compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure an effective safeguarding children policy and procedure is implemented (arrangements for safeguarding) 14/12/2009

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:

- ensure an effective safeguarding children policy and procedure is implemented (arrangements for safeguarding) 14/12/2009