

Inspection report for early years provision

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Inspection date	03/11/2009
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 was first registered in 1997. She lives with her partner and two children both of whom are in full time education in Hook, Hampshire. The premises are easily accessible and the ground floor is used for childminding with sleep and toilet facilities upstairs. There is a fully enclosed garden for outside play and the family have no pets.

The childminder is registered to care for a maximum of six children under eight years. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early year's age group on a part time basis.

The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and contented with the experienced childminder who knows the children well and treats them as individuals. Children are making good progress as the planning of activities are adapted to meet their individual needs. The childminder has started to look at her provision and is aware of the need to develop her practice further.

What steps need to be taken to improve provision further?

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

- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- continue to conduct observations of each child's achievements and ensure these are updated consistently in order for each child's learning journey to take a personal path based on their own interests, experiences and the curriculum on offer and ensure these are regularly shared with parents to enable learning to be continued at home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the childminder has a good understanding of the child protection procedures and knows how to implement them if she has concerns about a child in her care. She would recognise the possible signs and symptoms of abuse and contact the relevant agencies to protect the children in her care. Parents are fully aware of the childminder's safeguarding responsibilities, through discussion and the written policies. All adults in the

household have been vetted and all visitors are supervised at all times. Full written risk assessments are completed and reviewed to promote the children's safety and to ensure a safe and secure play and learning environment is in place for all children.

Children have access to a wide range of good quality resources. The childminder has created a book with photographs of her resources enabling all children to choose whatever their language abilities. This is in addition to the resources that are out each day for the children to self select from.

The childminder has started to evaluate her practice however, this has not yet been fully developed to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The childminder promotes equality and diversity through enabling all children to participate in the activities and differentiating their experiences to reflect their age and stage of development. Children are beginning to develop an understanding of differences through daily routines and making their own choices. All children are able to participate fully in the activities and experiences, ensuring they are all gaining the most from their time at the setting.

There are effective partnerships with the children's other early years providers. Communication takes place regularly between the childminder and the school and pre-school to ensure that there is continuity of learning and care for the children. Partnership with parents is positive; they exchange information each day verbally and through the daily diaries to ensure that there is continuity of care for the children. They are aware that observations are kept on their child and they are able to access those records at any time. Parents state that they agree to their child's next step but they do not however, participate in identifying those next steps. Parents praise the care their child receives from the childminder and they can see the progress their children have made.

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

The childminder has a sound understanding of child development and how they learn. She makes outline plans of activities that the children will enjoy linked to the six areas of learning and then adapts the activity to ensure that all children can participate. This enables them to make good progress across the early learning goals. She undertakes observations on the children but they are not fully developed to ensure that children are making consistent progress across the six areas of learning.

Children have warm relationships with the childminder and they benefit from the good quality interaction they receive which encourages them to think and problem solve for themselves. For instance, when using an alphabet puzzle the child is supported by the childminder who sounds out the letter, encouraging the child to match the picture with the sound. There is a good balance between adult-led and child-initiated activities, at times the childminder sits on the floor and plays with

the children, at other times the children enjoy playing on their own.

Children's health is promoted by the childminder. All documentation is in place and used to meet the welfare requirements of children. They are offered a range of healthy snacks and meals that are well balanced and that the children like; the menu is on display for parents to see. Healthy eating is incorporated into some of the activities, for instance they will shop together for the fruits and vegetables needed for snacks and home made meals they enjoy. The children help to find them according to their abilities, for instance the younger children may find the bananas. They can access drinks throughout the day in their individual cups. They wash their hands at appropriate times use individual towels that have been colour coded minimising any cross infection. They access fresh air each day in the garden or visiting parks which enhances their physical development.

Children learn about being safe they practise fire drills with the childminder to ensure they know what to do in the event of an emergency. They learn how to cross the road safely and are given clear boundaries when visiting local amenities. All children have the childminder's telephone numbers with them when visiting country or theme parks and they are made aware of which people to approach if they were to get lost. Children's safety is promoted well because the childminder is vigilant and removes all possible hazards and all necessary documentation is in place.

Children's behaviour is very good, they help to care for the resources by putting them away. The childminder praises the children frequently building on their self-esteem. Children enjoy themselves at the childminder's, knowing that the childminder understands their needs and that they will have a range of activities that they will enjoy to participate in.

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?	2
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?	2
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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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