

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | 112718 |
| Inspection date | 20/10/2009 |
| Inspector | Clare Moore |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 registered in 1996 and is listed on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives in Waterlooville with her three children, two of whom are at school and the other who is now an adult. The whole of the ground floor of the house is used for childminding, with toilet, sleeping and some play facilities upstairs. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child in the early years age group. She walks and/or drives to the local school to take and collect children. She regularly attends local parent and toddler groups. The family has a dog and cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met as the childminder knows them and their interests well and uses this information to plan activities and make sure they are included. She has started to think about working on continuous improvement through attending further training to develop her skills and knowledge and working with advisors. Children relate well to her calm and warm approach and are happy and settled. She supervises them well and most aspects of safety are risk assessed and promoted.

What steps need to be taken to improve provision further?

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

- carry out self-assessment to evaluate the strengths and weaknesses of the provision and work towards continuous improvement
- ensure that risk assessments are fully effective in promoting children's safety and include security, procedures for the use of the trampoline and sufficient cover of smoke detectors
- ensure parents sign to acknowledge the administration of medication
- continue to develop observation systems in line with the Early Years Foundation Stage and ensure children's progress is tracked regularly and next steps in learning are identified.

The effectiveness of leadership and management of the early years provision

The childminder is confident in safeguarding and is able to demonstrate that she is knowledgeable about how to proceed if there are concerns. Checks have been completed on all adults in the home. The childminder has not yet started to formally evaluate her provision but has begun to think about what she needs to do

to make improvements in the future. She has made some improvements to the documentation but has not yet implemented parents' signatures to acknowledge the administration of medication. Risk assessments have been carried out for most areas of the home and also for outings. However, the setting is not always secure, there is no specific risk assessment or procedure to cover the trampoline and there is no smoke detector on the first floor. She promotes equality and diversity through ensuring a range of resources are available and talks to the children about differences to help them to develop a positive attitude. She has a wide range of toys and uses the space she has available to make sure children have choices and access to what interests them.

She works closely with parents, informally sharing information on a daily basis. This helps to keep parents informed and involved. Parents' wishes are respected. The childminder works with them so that together, they can start to keep and share records about children's development and individual learning journeys. This is to support children's progress and make plans for the next steps of learning. She also liaises with the pre-school that children attend. She links with the pre-school staff and parents about activities and individual needs to help children settle in, feel safe and ensure they are well cared for.

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

Children make satisfactory progress in their learning as the childminder knows them well and uses the Early Years Foundation Stage guidance. This helps her to consider where children are in their learning and help them to make progress. However, she does not yet use this fully to ensure that children are challenged in their learning. Some opportunities are missed to follow through and develop children's interests such as knowledge and understanding of the world and finding out more about interests in birds observed on an outing. She supports children who are just starting to make marks by ensuring they have crayons and paint brushes that are easy to hold to help motivate them and help them to succeed. She helps children to make choices when toys are stored in other rooms or elsewhere by setting out photos of resources and activities so they can ask for what they want. She encourages children to develop language skills through asking them questions and praising them, for example, when getting toy foods out of the box to engage in pretending to put away shopping and prepare meals.

Children count and solve problems through practical activities such as climbing steps and games such as skittles; they help to set them out and excitedly count how many they have knocked down. They find out about their local area through visits to the park, feeding ducks and observing the tides as the water advances and recedes. They have fun with autumn leaves, gathering them up and throwing them to allow them to fall which helps them to understand the natural world and the changing seasons. Children also enjoy cooking which helps them to observe and find out about change; they measure, weigh and co-ordinate mixing and stirring. They are curious and show an interest in technology and how things work by operating electronic toys to make music, light and help to recognise sounds.

They keep fit and active by enjoying using equipment both in the garden and when out and about to climb, swing, balance and practise throwing and catching balls. They find out about how to keep themselves safe as the childminder reminds them to be careful when using the toy cooker so as not to catch their fingers in the door. They have satisfactory choices of foods as the childminder offers snacks such as fresh fruit and toast and parents provide nutritious packed lunches. Children are co-operative and responsive when helping to tidy away toys that are finished with. They thank the childminder as she engages in role play, passing play foods for the cooker. They have opportunities to develop social skills when they meet other children at parent and toddler clubs. Here, they find out about taking turns and playing together and alongside each other, which help them to develop skills for the future.

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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

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: | Met |
|---|-----|

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