

Inspection report for early years provision

Unique reference number	EY284269
Inspection date	16/12/2009
Inspector	Alison Jane Kaplonek
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 has been registered to care for children since 2004. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband who is her assistant and their two children in a house in the Netley Abbey area of Hampshire which is close to local schools and shops. All areas of the property are registered for childminding although children usually remain downstairs where there are toilet facilities. There is a fully enclosed garden for outdoor play.

The childminder is registered to provide care for five children from birth to eight years or seven when working with an assistant. Three of these children may be in the early years age group. There are currently eight children on roll who attend part time. Of these six children are in the early years age range.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder, who at times works with an assistant, makes good provision for children in the Early Years Foundation Stage. She provides children with a welcoming and safe, family environment, and meets their individual needs well. Children are able to access a broad range of resources and interesting activities linked to all areas of learning. The childminder is well qualified and experienced in caring for children and is constantly improving her knowledge and understanding. She evaluates her practice and regularly takes up training opportunities, ensuring continual improvement.

What steps need to be taken to improve provision further?

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

- ensure evacuation drills are carried out more frequently.
- further develop links with parents to enable information to be gained about children's interests and capabilities.
- continue to develop systems to make observations and assessments of every child's achievements and interests. Use the information gained to plan the next steps in all areas of learning to ensure that all children make the best possible progress.

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures and well organised documentation, ensures that every child's needs are well met. All children are suitably safeguarded because the childminder ensures that adults in the home are vetted and is confident in carrying out the safeguarding procedure. As a foster carer she has good links with her local social services. The childminder has arrangements with other local, registered childminders in case of sickness or emergencies. She ensures that both she and her assistant have current first aid training to enable them to deal with any emergencies.

The childminder provides well organised child care and successfully identifies any areas for development. She carries out regular risk assessments on the premises, toys and equipment and has assessed the risks children may come across when on outings. A wide range of resources is provided for children of all ages. These cover all areas of learning and many are easily accessible to the children. They include a good range of resources that the childminder can use to help children to gain a positive attitude to differences.

The childminder works well with parents; she shares her policies and procedures and keeps parents informed about their children's daily routines. Agreements are drawn up between the childminder and all parents and these include clear procedures for the collection of children and a good range of agreements and permissions. Parents are consulted about the effectiveness of the childminder's practice although they have not yet been asked to share information about their children's interests and capabilities. Good links with other professionals involved in the care and education of the children ensure that their health, safety and wellbeing are of a good standard.

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

Children make good progress in their learning. Young children are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. They enjoy the daily routine which includes indoor games or activities such as completing puzzles, role play with the toy kitchen or construction. Their physical development is well promoted as they walk to the park, school or toddler group or enjoy playing on the trikes in the garden. Children learn to socialise with other young children and adults when they visit toddler groups or meet with other childminders and their looked after children. Younger children clearly enjoy their time with the childminder and her assistant. They are forming a good bond with both adults and request cuddles and hugs.

Children are provided with a wide range of resources which are displayed on shelves or in boxes and which are easy to access. These include books, games and puzzles, role play equipment, dressing up clothes and small world toys. The childminder is beginning to make observations and assessments of some of the

older children's achievements, so that these can be used to plan for their future learning needs and ensure that they make the best possible progress. She has identified that these need to be in place for the younger children, who have recently started in her care, but is waiting for support and new documentation from her network coordinator. However, in the meantime, she is building up her knowledge and understanding of the children and supporting them well as they settle into the daily routine.

Children play and learn in a well organised, safe and secure environment, where the use of regular risk assessments and effective record keeping, ensures their safety. Babies and young children are provided with the necessary equipment to keep them safe, such as high chairs, appropriate car seats and stair gates. Children learn to stay with the childminder when they are out and talk about crossing the road safely. They practise fire and evacuation drills although these have not yet been carried out with the new children. Healthy meals and snacks are provided according to parents' wishes and the childminder encourages healthy eating. The childminder follows good food preparation procedures and probes all reheated food before it is given to the children. Younger children are protected as the childminder ensures that babies' hands are clean before they eat. Older children follow the instructions about hand washing displayed on the toilet wall and learn to cover their mouths if they cough or sneeze.

All children are welcomed into the setting and provided with resources to help them talk about differences and valuing each other, such as books, dolls and play food. Older children talk about the house rules and are learning to share and take turns. Younger children and babies are developing an understanding and awareness of themselves and others as they enjoy their time in this stimulating family setting.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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
--	-----