

Inspection report for early years provision

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Inspection date	16/04/2010
Inspector	Jacqueline Munden
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 registered in 2005. She lives with her husband and three school aged children in Basingstoke. All areas of the home are used for childminding and there is an enclosed garden for outside play. Toilet facilities are on the ground floor.

The childminder is registered to care for a maximum of five children under eight years at any one time, of which three may be in the early years age group. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children, of which one is in the early years age group. She also provides care for older children.

The childminder is a member of the National Childminding Association. She holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a caring home where they feel happy, safe and settled with the childminder and her family. Strong relationships forged with parents enable the childminder to ensure children's individual learning and welfare needs are generally met effectively and they are all included. Most documentation is in place, although the hours of children's attendance is not recorded as required by regulation. She evaluates her provision, generally ensuring continuous improvement in her practice.

What steps need to be taken to improve provision further?

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

- maintain a record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register).
- 14/05/2010

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

- further develop the organisation of resources and books to ensure full use can be made of them to fully promote children's enjoyment and learning
- develop systems to share information with other providers of the Early Years Foundation Stage to support the continuity in children's learning and care.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has devised a procedure to follow should she have a concern regarding child protection. She holds appropriate records and parental consents to promote children's health and welfare, although she does not maintain consistent records of all the children's hours of attendance as required by regulation. Risk assessments are conducted within the home, garden and for outings, with suitable steps taken to minimise any identified hazards according to the ages and development levels of those being cared for. The childminder is suitably vetted and she ensures children are appropriately supervised at all times.

The childminder demonstrates a good understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. She welcomes children from different nationalities and is clear how she will support children with English as an additional language. She has learnt to use Makaton to help children develop communication skills. She ensures children feel valued by finding out about and respecting their cultures. For example, she provides African dishes such as Jollof rice for dinner.

Children develop independence as they select from a suitable range of resources, both in the home and garden. However, some play equipment is muddled, which does not ensure they gain the maximum benefit to their learning and enjoyment. Daily routines ensure that children have plenty of opportunities to play and learn, both indoors and outdoors. For example, they enjoy visiting the park on the way home from school. The childminder works well with parents; she shares her policies and procedures and keeps them well informed about their children's daily routines and achievements. Parents have access to their child's individual folder, which includes some examples of artwork. She obtains information from parents to help her support children's learning and welfare. The childminder is yet to share information with other providers of the Early Years Foundation Stage that children attend to support the continuity in their care and learning.

The childminder has been active in improving her skills. She has increased her knowledge in using the Early Years Foundation Stage and completed a level three childcare qualification. She reflects on her practice and generally identifies areas for improvement accurately. She has completed the recommendations from her last inspection. This demonstrates a good ability to continually improve outcomes for children.

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

Children thoroughly enjoy their time at the childminder's and make good progress in their learning and development. They take part in a wide range of activities that cover all areas of learning. The childminder makes good use of opportunities as they arise to help children learn through asking challenging questions. The

childminder is always to hand to encourage and support the children. She helps develop their vocabulary as she uses alternative words when talking to them while still making sure they understand. For example, 'Is it too complicated?' 'Is it more difficult?'. She supports them in learning new skills, such as using scissors. The childminder speaks knowledgeably about the children and the stage of development they have reached. She explains how she has helped them to make good progress since starting with her and what she intends to do to aid this further. She records observations of children's achievements, clearly linked to the areas of learning and uses the Early Years Foundation Stage practice cards to help her plan for their future progress.

Children develop muscles as they explore the small climbing frame and develop skills with the skipping rope. The regular access to outdoor play benefits their health. They show good levels of concentration as they draw and colour pictures, writing their names on some. Children are consistently and appropriately challenged to develop calculating skills, adding and subtracting numbers as the childminder plays counting games with them. They enjoy imaginary play using model cars and dressing up in role play clothes. They have many opportunities to develop creative skills and ideas. They learn about the world around them as they have foods from different countries and explore the outdoor environment as they play. They use appropriate computer programmes.

Children show they are confident and initiate their own play. For example, they pour paints into trays, lay large pieces of paper on the ground and take great delight in making foot prints on the paper. They are encouraged to be independent and learn self-care skills as they clean up after messy creative activities and helping to lay the table for dinner. Children's emotional development is supported well. They openly discuss how they feel and learn to play harmoniously through considering and respecting others. The childminder sensitively explains friends treat each other kindly. Children are learning to keep safe as they take part in regular fire drills and how to cross roads safely. They know they need to wash their hands before eating and enjoy plenty of nutritious foods.

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	3
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	3
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:

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:

- take action as specified in the early years section of the report (Records to be kept). 14/05/2010

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:

- take action as specified in the early years section of the report (Records to be kept). 14/05/2010