

Inspection report for early years provision

Unique reference number	111808
Inspection date	20/04/2010
Inspector	Alison Large

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 1988. She lives with her husband and two adult children in the Fareham area of Hampshire. All areas of the ground floor are used for childminding and there is a fully enclosed garden available for outside play. The ground floor is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding two children in the early years age group all day and two older children before and after school. The childminder is able to walk to the local schools to take and collect children. The family have three cats. The childminder attends various groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of children's individual needs and interests and they are happy and settled with her. She has a positive approach to childcare which means that children of all abilities can take part in activities which she adapts to meet their individual stages of development. Children are welcomed into a warm family environment where they are all equally valued and included. The childminder has a professional approach to childcare and is committed to developing her own knowledge through ongoing training; she evaluates her provision to help her identify areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems of observation, assessment and planning to fully support children's learning and development
- update policies and procedures in line with current regulations.

The effectiveness of leadership and management of the early years provision

The childminder is well organised and children's health and welfare are effectively underpinned because all required policies, procedures and consents are in place. However, some of these are in need of updating in line with current regulations. She conducts thorough risk assessments within the home and for outings. The childminder has a clear understanding of the signs and symptoms of child abuse and she is fully aware of her duty to protect the children in her care. Children develop independence as they select their activities from a range of resources. Daily routines ensure that children have ample opportunities to play and learn

indoors, outdoors and on a variety of outings.

The childminder observes and assesses children's development and keeps records of children's achievements which identify each child's next step in learning. In addition, the childminder knows each child very well and this means that she is fully aware of their individual stages of development and of their favourite activities. The children benefit from the strong relationships the childminder has with the parents. They are kept informed about children's progress through daily discussions and through the sharing of observation records. This ensures children's experiences at the setting are enhanced and parents are able to be involved in their children's learning. The childminder is aware she will need to work closely with other settings, such as a pre-school, when she has minded children that attend, to ensure that her provision complements services provided elsewhere. Overall, the quality of the childminder's self-evaluation means that she is competent in identifying areas she would like to improve, and she seeks ways to improve her provision.

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

Children are settled and happy in the setting and develop warm and secure relationships with the childminder. She is skilled at ensuring that each child receives individual time and attention and this helps to build secure relationships so that children feel safe and supported in her care. The childminder effectively supports children's learning; she provides sensitive support to children but is skilled in knowing when to withdraw so that children experience the sense of independence. For example, when the younger children are painting she shows each child how to hold the brush and then lets them develop their own way of painting, allowing the child to complete the task and feel a sense of achievement. This sensitive approach helps children to develop high levels of self-esteem. The childminder completes observations and assessments of children's progress, so that these can be used to plan for their future learning needs. This has been accurately identified by the childminder as an area she can further develop, and to ensure all six areas of learning are being covered.

The childminder strikes an effective balance between adult-led and child-initiated activities. She knows children's individual interests and plans for simple activities such as painting or construction and then considers how their learning can be extended. This means that children are fully engaged in activities because they are interested. The childminder is skilled at recognising that young children have a short attention span and changes activities frequently to maintain their interest and enthusiasm. For example, after the painting activity, the childminder offers physical play in the garden. Children relish being outside and enjoy running around in the fresh air. Children's creative development is very much encouraged. Children develop a healthy lifestyle through daily physical exercise. The childminder encourages the children in good hygiene routines, for example, they wash their hands before eating and after messy activities. She is aware of any individual dietary needs the children may have and encourages parents to provide healthy and nutritious snacks and meals.

Children are very well safeguarded within the home. The childminder safeguards children by the effective risk assessments she carries out and by ensuring they are supervised in their play at all times. Frequent praise and the childminder's calm approach to behaviour management ensures that children are gaining in confidence and that their wellbeing is assured. They are learning to share with others and behave well. The childminder is committed to providing good quality care and education for all children. All make steady progress in their learning and the childminder has a sound knowledge of each child; those who require additional support are well catered for and their progress is monitored effectively. Parents are welcomed into the setting and the childminder keeps them fully informed about their child's day. The childminder consults the parents when the children first start, to find out about their interests and needs and also at regular intervals from then on.

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

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