

Inspection report for early years provision

Unique reference number	EY404949
Inspection date	09/12/2010
Inspector	Doreen Forsyth
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2010. She lives with her school-aged daughter in a residential area of Winchester, Hampshire. The home is a first floor maisonette accessible via a staircase. Children have access to all areas of the home. There are nearby parks for the children's outside play. The home is within close proximity to schools, shops and parks.

The childminder is registered to provide care for a maximum of four children under eight years old at any one time; of these, not more than two may be in the early years age range. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is currently caring for a five year old after school. The childminder 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 recently registered but she has already created a welcoming and stimulating environment for children. The childminder welcomes and values all children, whatever their abilities or background; she understands that each child is unique with their own individual needs. She is building firm partnerships with parents and other providers that the children use, to ensure that they are working closely together to met children's learning and welfare needs. The childminder has put into place effective systems to help her to monitor the quality of the provision she offers, and to identify her strengths and any areas for future improvement.

What steps need to be taken to improve provision further?

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

- keep an accurate record of the names of the children
looked after on the premises and their hours of
attendance (Documentation) 31/12/2010
- ensure the record of risk assessment clearly states
who it was carried out by and shows a date for review
(Documentation) 31/12/2010

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

- improve knowledge of who to contact initially if child protection concerns
arise

The effectiveness of leadership and management of the early years provision

Many of the policies, procedures and records that are necessary for the efficient management of the Early Years Foundation Stage, and for ensuring the children are kept safe and their needs are met, are in place; but the record of attendance, and the documentation used to record risk assessments, require further attention. The children's safety and welfare are the childminder's highest priority. She is aware of the importance of child protection, and shares the well-written child protection procedures that she keeps, with parents. The childminder should ensure she has the correct contact details available if she does need to make a child protection referral. The childminder has been suitably vetted; she ensures that any unvetted adults do not have unsupervised access to the children.

The childminder's home is very safe, secure and welcoming; she has created a very interesting learning environment for children. There are lots of age appropriate toys and resources available; they are stored both in her daughter's bedroom / playroom and in the lounge. They have been very well organised to allow the children to independently choose what they wish to play with and select their own toys. The childminder has risk assessed her home well, she has effectively identified and minimised most potential risks to the children; she has also considered the safety procedures for any regular outings they undertake.

The childminder welcomes all children; because her home is a first floor maisonette it has some limited accessibility, although the childminder would take whatever steps she could to ensure children and their families could use her provision. The child that is currently cared for attends only after school. The childminder has made very good links with the school; they regularly exchange information about children's welfare needs and educational progress. The childminder always exchanges verbal information with parents at the end of the day.

Since her registration, the childminder has aimed for continuous improvement; she attends regular training events, meets with other childminders to discuss practice issues and has devised a parents questionnaire to obtain feedback. She has good self-evaluation systems in place.

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

When the children arrive home from school each day, they enjoy a wide range of different activities that the childminder plans. They walk home from school so that the children have some opportunities to be outside in the fresh air. The children have a nourishing after school snack, and then choose their activities from the large selection of toys or take part in an activity that the childminder has planned, such as a craft activity. At the inspection, the children enjoyed making cut out 'snowflakes' as Christmas decorations, and excitedly compared their patterns. They

enjoy board games, imaginative and small world play and play dough. The childminder is not keeping regular records of the children's progress, as this is carried out by the teacher at school where their main observational records are made. The childminder sees these records and is given copies on a regular basis; she is able to add her own comments and observations, about the children's progress, whenever she wishes.

The childminder is helping children to learn good hygiene and health routines. When they arrive home from school they always wash their hands before snack; using their own towels, they understand this is important to remove germs. The childminder has current first aid qualifications and uses appropriate sickness policies. The children are learning well about keeping themselves safe. On the walk home from school they discuss road safety, and they regularly practise with the childminder how they would evacuate the home in an emergency.

When they play, the children are encouraged to share and take turns, for example, when playing board games. The childminder expects the children to consider the needs of others. She uses good strategies to encourage them to behave appropriately, and offers plenty of praise and support. Through some of the resources they use, such as small world toys, dolls and books, the children are beginning to learn to value diversity. The childminder encourages the children's personal and communications skills; they enjoy their time with the childminder and are making good progress in their learning and development

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of safeguarding	3
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
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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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