

Inspection report for early years provision

Unique reference number	111124
Inspection date	23/05/2009
Inspector	Loraine Wardlaw
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1999. She lives with her husband and their two school aged children, aged over eight years. They live in a house in Otterbourne, near Winchester. The house is within walking distance of local shops, parks, schools and pre-schools. The whole of the childminder's house is used for childminding, including a loft playroom, and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time and currently cares for 10 children part-time, four of whom are in the early years age range. The family have a guinea pig. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Children thrive on the extremely positive and fun relationship they build with the childminder, who is naturally good and successful at meeting both children's welfare and learning needs. She tunes in effectively to each individual child, but needs to use the Early Years Foundation Stage (EYFS) guidance more systematically to ensure she is promoting all aspects and areas of learning with each child to the best of her ability. Children's uniqueness is valued highly by the childminder. She is a confident, self-aware childminder who evaluates her own practice and gains the views of parents; she is aware of some of her areas for improvement.

What steps need to be taken to improve provision further?

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

- further develop an individualised observation and assessment system, so adult directed activities are targeted towards the weaker aspects and areas of children's development, such as problem solving, reasoning and numeracy
- further develop an enabling environment so children can make their own choices of resources and make use of the garden

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

- improve and extend the record of risk assessment to include areas used by children, outings and information on who conducted it, date of review and any action taken following a review or incident

06/07/2009

The leadership and management of the early years provision

The good organisation of the childminding service, coupled with the nurturing care offered by the childminder means most of the outcomes for children are promoted successfully. Children access lots of activities and experiences outside the home, such as 'funky art club' and 'tumble tots', and walking daily in the community. However, when indoors the organisation of the toy resources inhibits children's choices, because most of the toys are located in a dark cupboard accessed by the childminder, and the garden is not used. Most of the required documentation is up-to-date, with a couple of exceptions, of which, one is the record of risk assessment, which needs extending. The childminder has a written self-evaluation form, which includes areas for development and receives very positive, written feedback from parents. She accesses training through the local school, as a parent/governor, on matters such as fire safety. However, she now needs to focus on linking her good knowledge of child development to the EYFS development stages and steps to the early learning goals. She communicates effectively with parents on care and learning matters; this is demonstrated when, together, they successfully potty train a toddler. Children are suitably safeguarded because the childminder is aware of the procedure to follow should she have concerns about a child, but she does not have a written procedure.

The quality and standards of the early years provision

Children are extremely happy and settled in the care of the childminder. They form a very strong bond with her because she is alert to their care and learning needs. She gives them lots of positive attention and two and three-year-olds spontaneously cuddle the childminder and communicate readily with her, engaging in many conversations and asking questions. They laugh together and have fun during their play activities. For example, all the children explore the play dough, selecting different colours, using tools and manipulating it with their fingers. The childminder says 'that looks like pancakes' to one child, which initiates a response from a three-year-old, 'no it looks like crabby patty' and they all laugh. The child often says rhyming words. A two year-old says 'I'm squishing it' after the childminder comments that she likes the feel of play dough. The children talk about the shapes they make and different size snakes and learn to make a ball shape independently. However, counting, problem solving and number recognition is not as successfully promoted by the childminder, during the routines and free play. Children use scissors and collage materials to make cards, making marks on the paper. They engage in role play and are beginning to make up their own make believe games, negotiating well with one another. Children make good developmental progress because the childminder interacts effectively with them, offering support and challenge. For example, children have a good sense of time, talking in context about what they are going to do tomorrow and Thursday. The childminder has a good understanding of each child's capabilities, through her observations, but is not systematically assessing children against the EYFS development matters to ensure all aspects and all areas are covered thoroughly; adult-initiated activities need to be more targeted to children's next learning steps. Children are involved in good hygiene routines; they regularly wash their hands

and know they have to get rid of the germs before eating. They learn the Green Cross Code and can often be heard on the local pavements with the childminder singing together 'Stop, look and listen', when about to cross the road.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

- devise a written statement of procedures to be followed to safeguard children from abuse or neglect 06/07/2009

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:

- devise a written statement of procedures to be followed to safeguard children from abuse or neglect 06/07/2009