

Inspection report for early years provision

Unique reference number	EY267909
Inspection date	04/02/2009
Inspector	Lynn Reeves
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 2004. She lives with her husband in a residential area of Bridgemary in Gosport, Hampshire. The home is within close proximity to schools, local shops, pre-schools and community parks. Access to the home is one step leading into the property and the ground floor of the home is used for childminding with the upstairs accessed for toileting and sleeping only. There is a secure garden available for outdoor play. The childminder is registered to provide care for six children aged under eight years at any one time. There are six children on roll, four of whom are in the early years age group. The childminder also cares for children aged over eight years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are a range of pets in the garden and cats in the home.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children show they are settled with the childminder because she responds to them and meets their daily needs well. The childminder organises her day around children's regular routines, such as walking to school, their sleep, eating and play patterns, which ensures no child is disadvantaged. They benefit enormously from the caring relationships that the childminder has developed with them. Children's learning is extended well by the childminder, who provides a range of worthwhile challenges and activities that help keep children stimulated. The childminder has increased her understanding of the regulations by developing her own policies and procedures and she has addressed previous recommendations to ensure continuous improvement within the setting.

What steps need to be taken to improve provision further?

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

- continue to develop system to identify children's starting points and implement a system to share relevant information with other Early Years Foundation Stage providers
- maintain the daily registers with children's arrival and departure times.

The leadership and management of the early years provision

The childminder has a very good range of written policies in place and shares these effectively with parents. The childminder has an open door policy and parents are able to stay as long as they want to settle the children. Additional information is made available via the childminder's portfolio and certificates displayed on the walls. The childminder obtains initial information from parents about children's preferences and care needs. However, she has yet to develop a system to identify children's starting points with regards to their learning or to share this information with other Early Years Foundation Stage (EYFS) providers.

The childminder makes detailed observations about what the children can do and uses systems, such as daily diaries and record sheets to monitor children's progress.

The childminder evaluates practice, including the activities provided, to ensure the planned learning intentions are being met and has identified her own areas for improvement. The childminder completes robust risk assessments; she has introduced a visitors book to ensure she knows who has been in contact with the children and completes daily safety check lists of the home and garden before the children arrive. The required documentation is in place and stored securely to maintain confidentiality, although the actual times of children's attendance are not recorded. All the required parental signatures are in place to promote children's welfare. The childminder has a very clear understanding of the child protection procedures and knows how to implement them to safeguard the children in her care.

The quality and standards of the early years provision

The childminder has a good understanding of the EYFS and how children learn; consequently, she is able to extend children's learning successfully. Children are closely supervised and their health needs are met because the childminder is aware of the procedures for administering medication, for managing illness and accidents or notifying health issues. Children are currently learning to use potties and the childminder reacts swiftly to their needs. She manages their daily needs for sleep and has cots available. Children benefit from regular exercise and daily fresh air as they walk to school, play on the park and access the garden. Children gain good personal hygiene skills, learning to wash their hands before and after eating, and to use their hands to cover their mouths when coughing.

The childminder develops very good, loving relationships with the children, which ensures that children are confident in her care. She is fully aware that children learn at different stages and that some have very short attention spans, therefore, she continually changes the activities to keep them stimulated. Children visit places of interest to extend their knowledge of the wider world, for example, the library, Stanton Country Park and the beach. They have opportunities to visit the local allotment and enjoy planting tomatoes, sunflower seeds and peppers. Children access a wide selection of toys that reflect diversity; they often dress up and celebrate festivals, for example, Chinese New Year, where the children have made lanterns. The childminder organises her environment extremely well to ensure children experience a balance of adult-led and child-led activities. For example, children freely choose activities from low level storage but also engage with adult-led activities, such as cooking, planting and using the laptop. This also develops children's knowledge of mathematical development and the use of IT equipment. The learning environment is well presented to ensure that children are able to make choices from the wide range of resources available to them, which are displayed at low level to encourage their own independence. Children gain a sense of belonging as the childminder displays the children's own creations, for example, cut out snow flakes and cotton wool snowmen on the walls and windows. Children's language is developing well as they happily chat about how they

enjoyed playing in the snow and enjoy time to look at books and listen to stories with the childminder.

The children behave very well as they play together and enjoy each other's company. They cuddle and chat about whose turn it is next to feed the dollies and help each other to find the resources to play with. They follow the role model of the childminder, showing respect and kindness to those around them. The childminder involves all children with activities and adapts her environment and resources accordingly. For example, babies are seated in adjustable highchairs and booster seats to ensure all children sit at the same height. Observations of children's progress are recorded within their individual learning and development files and provide a clear record of children's progress. Development records highlight the next steps in children's development, and the information is used well to support and extend children's learning further.

Children learn how to stay safe as the childminder talks to them about road safety issues, danger stranger and reminds them not to jump about on the furniture in case they fall. The childminder has a written fire plan in place and she tests the smoke detectors on a monthly basis. Children learn how to stay safe in the event of a fire as they practise regular fire drills.

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?	2

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.