

Inspection report for early years provision

Unique reference number	112409
Inspection date	11/02/2009
Inspector	Jenny Scarlett

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 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 was registered in 2001. She lives with her three children, two of whom are teenagers, in Andover, Hampshire. There are shops, schools and parks within walking distance. The whole of the ground floor of the house is used for childminding. Sleeping facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family own two cats, two gerbils and tropical fish.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is developing her knowledge of the Early Years Foundation Stage (EYFS). However, she has yet to establish effective methods to identify children's starting points and link observations she undertakes to identify and plan for their next steps in learning. Most children are happy in their environment although not enough is done to promote a fully inclusive practice. The childminder is beginning to develop methods for self-evaluation; however, there is not a strong enough focus on reflecting practice. As a result, areas for improvement are not accurately targeted as they could be.

What steps need to be taken to improve provision further?

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

- improve the arrangements for identifying children's starting points so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs.
- improve support for children learning English as an additional language, for example, by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'.

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

- complete a full risk assessment for each type of outing. (Safeguarding and Promoting Children's Welfare)
- ensure that every child is included and not

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disadvantaged because of ethnicity/culture/religion/home language/family background/learning difficulties or disabilities by developing effective systems to promote equality of opportunity and anti-discriminatory practice (Organisation)

The leadership and management of the early years provision

The childminder maintains the majority of her documentation to a satisfactory standard, for example, she has implemented a range of written policies and procedures for parents. However, the record of attendance is not recorded accurately which means it is not clear which children are present. The childminder has some understanding of self-evaluation; however, she does not have an effective system to identify and maintain continuous improvement to improve outcomes for children. Before children start, parents browse a range of information including examples of activities. The childminder does not gather information about the children's individual starting points or plan for the needs of those children who are learning English as an additional language. This does not help children to learn to value different aspects of their own and other people's lives. The childminder seeks the views of parents by carrying out written questionnaires; although these are not used to identify and bring about sustained improvement to the childcare provision.

The quality and standards of the early years provision

The childminder has established warm and caring relationships with the children in her care. Children enjoy self-selecting the toys and resources they wish to use from the range available in the play room and lounge. Most children are confident in their surroundings and move freely around all areas of the home during their play. Children learn about the expectations for behaviour through reminders from the childminder, for example, asking one child to move the toys to prevent trips and falls. However, the setting is not sufficiently inclusive and does not ensure equality of opportunity for all children. As a result, opportunities and outcomes for children are limited because there is not enough attention paid to identifying all children's starting points and planning and supporting their individual needs. Observations and records of children are not used sufficiently to inform planning, or to fully support children's progress. Activities are not routinely adapted to enable all children, particularly those learning English as an additional language, to engage fully in the learning activities provided.

Children play in a clean environment. They have access to drinks throughout their daily routine. The childminder discusses the dietary needs of children with parents, recording the information and ensuring children's dietary requirements are being met. Children enjoy meals provided by their parents and the childminder prepares and serves these in accordance to their wishes. Regular outings to parks, places of interest or toddler groups enable the children to access fresh air and exercise on a

daily basis. Children learn about keeping themselves safe in the home through reminders from the childminder; for example to walk and not run. The childminder carries out thorough daily visual checks on her home and ensures the safety of the children through written risk assessments. However, she does not maintain written records of risk assessments for every outing.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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

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.