

Inspection report for early years provision

Unique reference number	111533
Inspection date	26/02/2009
Inspector	Heidi Abernethy

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 1993. She lives with her husband and two children aged 14 and 16. They live in a house in Rowner, Gosport, close to shops, parks and schools. All areas of the property are used for childminding although minding takes place downstairs. Toileting facilities are downstairs. There is a fully enclosed garden available for outside play.

The childminder works with her husband who is also a registered childminder. Both childminders have equal responsibility for the childminding practice.

The childminder is registered to provide care for a maximum of six 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 five children in this age group. She also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. When working with her co-childminder she is registered to care for eight children under eight years at any one time, of whom no more than six may be in the early years age range.

The childminder attends local toddler groups and is a member of the National Childminding Association. She is also an accredited member of an accredited childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has thorough procedures in place to ensure the safety and welfare of the children in her care is of utmost priority. She has created good relationships with the children obtaining important information about their home lives and families in order to accommodate their individual routines and meet their needs. Good self evaluation by the childminder ensures priorities for future development are identified and addressed. The childminder has good partnerships with parents to ensure a shared understanding about the children is achieved.

What steps need to be taken to improve provision further?

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

- continue to establish systems to obtain a regular two-way flow of information between other early years providers and further incorporate parents comments into children's individual records to ensure they are able to contribute to and be fully involved with their child's learning on a regular basis
- provide children with further opportunities to make marks and use writing skills in a range of situations and for a range of purposes in order to support and extend their learning.

The leadership and management of the early years provision

The childminder organises her paperwork effectively and ensures this is secured to maintain confidentiality. She has main responsibility for devising and implementing policies and procedures. The co-childminder is able to put the policies into place effectively because the childminder ensures he has a very good understanding of them. Extremely detailed risk assessments for both the home and outings are conducted and reviewed to ensure hazards are promptly identified and minimised. Contact information and a photograph of the children is kept with the childminder's on outings to ensure the minded children are identified in an emergency. The childminder has an excellent knowledge of child protection procedures and a very secure understanding of signs and symptoms to be aware of.

The childminder has main responsibility for inputting information into their self-evaluation records but works closely with her co-childminder to ensure he contributes to and is involved with this process. The childminder's communicate regularly to discuss their provisions strengths and areas of development. The childminder has successfully addressed her past recommendations as part of the continuous improvement for her practice and provision. She has attended many training courses and is currently studying towards her foundation degree. This has a positive impact for the children because they are cared for by an experienced and qualified childminder.

The childminder has developed good relationships with the parents. Verbal feedback is given to parents each day and is supported by written feedback with the two-way communications of the diary system. The childminder and her co-childminder give parents newsletters approximately every term to ensure they are updated with information, such as the implementation of the Early Years Foundation Stage. The childminder cares for children who attend other early years settings and has started to form links with these settings. However, she has not fully established systems to ensure a regular two-way flow of information is obtained about the children's individual development and learning.

The quality and standards of the early years provision

Children are settled and content. They play well alone, alongside their peers and with the childminder. Children have access to age and stage appropriate toys and resources across all areas of learning. The childminder observes the children and has implemented observation and assessment systems. She has main responsibility for updating these but communicates regularly with her co-childminder to ensure they both contribute information about children's progress and learning. The childminder, alongside her co-childminder, inform and show parents these records. However, parents do not currently have the opportunity to contribute their comments to these records and be fully involved with their children's learning.

Children develop a very good sense of belonging at the childminder's and make friendships with their peers. The childminder has displayed photographs on children's pegs to enable them to independently hang up their coats and bags.

This ensures they all feel included and valued within the provision. Children develop a very good understanding about behaviour rules because the childminder explains reasons for the rules being in place. They foster an awareness of their local community as they go to the local shops, travel by different modes of transport and go to the local woods and parks. Young children have fun using the multicultural puppets and dress up in a range of outfits. This fosters an awareness of other cultures and positive gender roles.

The childminder extends children's learning incidentally alongside their everyday play. She encourages them to count and identify the colours as they play with Duplo blocks. Children's self-esteem and confidence is extended as the childminder offers them praise for their achievements. She provides children with crayons and paper to create drawings and make patterns. However, children are unable to independently access writing utensils and resources to play with alongside their everyday, imaginary play.

The childminder talks to them about getting out of the car onto the path rather than onto the road to ensure they are safe. She introduces the basic concept of road safety to the children as she talks to them about the green and red man and encourages them to look both ways and listen. This equips children with a very good understanding about keeping themselves safe. She skilfully gives them the space to decide when it is safe to cross under her close supervision.

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?	1

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?	1
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?	1
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

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.