

Inspection report for early years provision

Unique reference number	112048
Inspection date	09/06/2009
Inspector	Lisa Jane Cupples
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).

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 1992. She lives with her husband, who is also a registered childminder and one teenage child in a house in Totton. Local shops, parks and schools are within walking distance. The premises are easily accessible and childminding takes place on the ground floor, with resting facilities on the first floor. There is a fully enclosed garden available for outside play and the family have one dog, two guinea pigs and a rabbit.

The childminder is registered to care for a maximum of six children under eight years. She is currently minding seven children in the early years age range and three older children on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works jointly with her husband and she also occasionally works with another registered childminder at these premises.

The childminder is a member of the National Childminding Association and belongs to an accredited childminder network. The childminder has an NVQ Level 3 in Childcare and Education.

Overall effectiveness of the early years provision

The quality of the provision is good. All children's welfare, learning and development are successfully promoted because the childminder takes the time to get to know them and their families well. This enables her to provide a wide range of activities and experiences, helping them to make good progress in all areas. The childminder evaluates and monitors the effectiveness of the setting to identify any possible areas for development and adapts her practice to drive improvement for the benefit of all the children who attend. All policies and procedures are reviewed regularly to ensure they accurately reflect the childminder's practice.

What steps need to be taken to improve provision further?

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

- include children's full names in the daily attendance register to ensure an accurate record of those present is maintained
- provide opportunities for parents to make written contributions to their children's records about their progress at the setting and at home to further involve them in their children's learning.

The leadership and management of the early years provision

Children benefit from a safe and secure play environment because the childminder carries out detailed risk assessments inside the house, in the garden and for all outings. All adults in the household have been vetted and the childminder has a

good understanding of the child protection procedures. Policies are implemented well to protect the children, for example, all pre-existing injuries and any incidents are recorded in line with the legal requirements. All of the required documentation is in place and most is well maintained. However, the childminder does not currently include the children's full names in the daily attendance register to ensure an accurate record is maintained.

Partnership with parents is good. Children benefit from the clear and open lines of communication, because information is shared freely to ensure the children's individual needs are being met. The childminder has an open door policy and parents are able to talk to the childminder at any time. The childminder uses daily diaries to share day-to-day details about the children's activities, routines and general well-being. The parents have access to their children's progress records and they are made aware of the children's next steps. However, parents are not currently able to make written contributions to the records about the children's progress in the setting to further involve them in their children's learning. The childminder uses questionnaires effectively to value the suggestions from parents and children. For example, following the recent questionnaire newsletters are now sent out every three months instead of twice a year. The childminder also has strong links in place with other providers of the Early Years Foundation Stage (EYFS) to ensure a consistent learning environment for the children.

The childminder evaluates her practice well, identifying areas for development and promptly acting on them. For example, she has obtained a grant to enable her to extend the play and learning opportunities for children when using the garden area. The continual monitoring and observation also enables the childminder to assess the children's individual needs. For example, she recently purchased a smaller water tray to enable younger children, who are learning to walk, to participate fully in all the activities. She has made good progress since the last inspection and has addressed all the previous recommendations. The complaints policy has been updated and includes the contact details for Ofsted, ensuring parents know who to contact if any concerns are identified.

The quality and standards of the early years provision

All children have access to a wide range of toys and resources that are suitable for their age and stage of development. The resources are clearly labelled in English and other languages to fully support the children attending who have English as an additional language. The childminder works closely with the parents, obtaining key words in other languages to help the children settle and feel secure in her care. Children have access to a range of multicultural resources and are beginning to learn about other cultures through planned activities, such as food tasting and celebrating international festivals, such as Divali and Chinese New Year; promoting their understanding of the wider world. Children's individual needs are reflected in all the activities because the childminder assesses their progress and plans experiences to help them progress towards their next steps. The childminder knows when to support the children and she knows when to stand back, to let their play develop naturally, taking their individual needs and interests into account. For example, children play with the dried oats in the sand tray and

become totally engrossed in the activity. They add different resources, such as, trucks and diggers to extend their ideas. The childminder engages them in conversation, introducing new vocabulary, while managing not to interrupt or disturb their play. The childminder did not intend the activity to take as much time but enabled the children to continue throughout the morning, showing the ability to respond to their individual needs and showing flexibility with the daily routines. Children's interests are extended well by the childminder, helping them to develop in all areas. For example, children are currently interested in fire fighters. They build a roadway system on card and use a box to make a fire station, working out how much glue they need to use to make it stick. They mark make to name the fire station and new vocabulary is introduced at every opportunity to help develop their language. Older children enjoy playing a wide variety of board games to promoted and develop their skills in all areas. For example, the childminder has a collection of Orchard Games that are used to promote problem-solving, reasoning and numeracy with the children. Children's social skills are developing well because they are able to mix with a wide range of age groups during their time at the setting. They attend local toddler groups and enjoy participating in activities with the older children when they come home from pre-school and school.

Children behave well because the clear and consistent rules and boundaries are implemented consistently. The childminder takes the time to recognise and reward positive behaviour through praise and encouragement. For example, the childminder thanked a child for passing toys to a younger child who could not quite reach what his was trying to get. Children are actively encouraged to wash their hands at appropriate times as they begin to learn the importance of good personal hygiene. The childminder asks the children if they have remembered to wash their hands after using the toilet, and good hygiene procedures are followed with regard to handling the family guinea pigs. The childminder has clear procedures in place for changing the children's nappies and wears disposable gloves to help prevent the possible spread of infection. Children are beginning to learn how to keep themselves safe through discussions and routines. For example, children practise regular fire drills with the childminder to ensure they are fully aware of the procedures to follow in the event of an emergency.

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

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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

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