

Inspection report for early years provision

Unique reference number	EY365349
Inspection date	09/10/2008
Inspector	Louise Bonney
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).

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 registered in 2007 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and four children, two of whom are adults, in Aldershot. She provides care from this address only. The whole house is used for childminding and downstairs areas are easily accessible. The bathroom and sleep facilities are upstairs. There is a fully enclosed garden for outside play.

The childminder has three children on roll. Of these, one child is in the early years age group and two have just started school. A maximum of four children may attend at any one time. The childminder takes and collects children from St Michael's Infant and Junior Schools. The family have a dog and a cat.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder offers good Early Years Foundation Stage provision overall. She provides an inclusive environment where children are treated as individuals and their care and development receives good support. She liaises closely with parents and is beginning to establish links with other providers, such as schools. The childminder evaluates her provision and continually makes improvements. She identifies areas for future development, such as her knowledge of the early learning goals in order to support more rigorous self assessment.

What steps need to be taken to improve provision further?

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

- develop more understanding of the early learning goals to support the evaluation of the provision
- identify children's next possible steps for learning, use these to support planning and regularly share them with parents
- promote and value diversity and differences to further support equality of opportunities.

The leadership and management of the early years provision

The management of the provision is good. The childminder organises the premises and resources effectively to provide children a wide choice of activities, indoors and outside. The garden has an all-weather surface which maximises opportunities for outdoor play. Routines provide daily trips out to various groups, the library and parks, which supports children's awareness of their community. The childminder observes children's development and records this in their daily diary and achievement files. She is attending training to further develop her knowledge of

the Early Years Foundation Stage. She continually evaluates and makes improvements to her provision, such as developing systems for recording children's achievements and sharing these with parents, or providing additional resources to support children's learning like the sandpit and cooker. She is aware that she does not yet have sufficient understanding of the early learning goals to support rigorous evaluation of her provision.

The childminder liaises closely with parents. She informs them about her provision through sharing written policies and procedures, the completion of contracts and introductory meetings. Children's daily diaries keep parents well informed about their activities and achievements, and occasionally draw attention to areas for future development, such as sharing or developing confidence in larger groups. However, she does not regularly identify children's next steps in learning to share with parents to further support their learning at home.

The childminder provides an inclusive environment by providing routines and activities that reflect children's individual needs, and is aware of the need to increase her resources to reflect diversity. For children with English as an additional language she seeks information from parents about key words and phrases and discusses children's language development. This helps her support their needs. The childminder risk assesses outings and her premises and takes steps to effectively reduce hazards, for example, by placing safety gates to create safe areas for children to play in. She has a good understanding of signs that show possible abuse of children, and has appropriate procedures to follow should action be necessary. This safeguards the children.

The quality and standards of the early years provision

Children settle well in the caring and calm environment the childminder establishes. They move freely between rooms as they confidently and safely access an interesting range of activities. The childminder interacts well with the children, praising their efforts and helping them develop the ability to share and take turns. They have purposeful activities that support their learning and development and the childminder extends their skills and understanding as they play. Indoors, toddlers laugh and clap after they play percussion instruments and sing action songs. They develop dexterity as they roll and manipulate play dough and the childminder encourages them to use tools in different ways. Toddlers enjoy listening to stories and develop communication skills as the childminder models language, repeats what they say and describes what they do. Children develop behaviour that supports their learning. They are keen to join in activities with the childminder and show curiosity, such as when she draws their attention to a pile of bubbles. They receive calm support as they learn to share and take turns, and praise for doing something well, such as washing their hands. They develop independence as the childminder encourages them to undertake small tasks, such as fetching something, or as they make choices about activities.

Children who have just started school have opportunities for physical activities and free choice after school as they visit the park or choose their own activities as they play in the garden and indoors. The childminder is aware of learning projects at

school and supports these, for example, by looking for numbers on buses and houses on the way home to encourage number recognition. Children enjoy cooking together as they make pizzas, and use the art and craft materials to support their role play as they make binoculars. This complements school provision well.

Children play in a safe and secure environment. The childminder effectively risk assesses outings and her premises and reduces hazards. Toddlers learn how to play safely with the childminder's support, for example, when climbing the stairs or using the slide. Older children enjoy visits to the park to use more challenging apparatus and learn to cross the road safely. Children learn about good hygiene through daily routines, such as washing hands after playing in the sand and before meals. They have healthy and nutritious diets and enjoy snacks, such as fruit bars or bananas. The childminder encourages toddlers to have frequent drinks. Children have free access to the garden, where they have equipment such as wheeled toys and a slide, and excitedly catch bubbles or try to stamp on them with the childminder's encouragement. They daily walk to school and visit parks, toddler groups or the library. This provides a good balance of indoor and outdoor play that supports their good health.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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 registration.

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.