

Inspection report for early years provision

Unique reference number	EY299924
Inspection date	10/12/2008
Inspector	Catherine Greenwood
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 three children aged 16, 13 and three years in a house in Aldershot, Hampshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The property is within walking distance of local shops, schools and parks. The family have a dog as a family pet.

The childminder is registered to care for three children under eight years at any one time (Early Years Register, compulsory Childcare Register and voluntary Childcare Register). There are five children on roll aged 10 years, five years, four years and 14 months, of whom two are within the Early Years Foundation Stage. The childminder is a member of the National Childminding Association and attends local toddler groups.

Overall effectiveness of the early years provision

Children make very good progress in their learning and development. This is due to the childminder's excellent knowledge of the early learning goals within the Early Years Foundation Stage. Identified strengths and weaknesses of the provision show the childminder's clear vision for improvement, such as encouraging children's choice and input in planning. Exemplary partnership and consultation with parents ensure children's individual needs are well met. However, systems used to assess and track children's progress have not been fully shared with other providers delivering the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- ensure observations and assessments of children's progress are shared with other providers delivering the Early Years Foundation Stage
- provide a range of resources that reflect positive images of disability

The leadership and management of the early years provision

The childminder has a thoughtful and positive approach to the service she provides. Careful consideration is given to planning and adapting activities so that children of all ages are included. The childminder's spontaneous attitude and her commitment to 'grabbing opportunities' mean that children are well occupied and provided with a good range of experiences. Outstanding written observations are used effectively in practice to plan the next step for children's individual learning.

All recommendations made at the last inspection have been fully met, such as the regular use of risk assessments to maintain children's safety. The childminder consistently reviews her own practice and makes improvements. This is evident in

relation to the changes she has made to enable children to move freely between the downstairs rooms. Parents are provided with excellent information about the provision and their children's progress. Parent questionnaires identify exceptionally positive comments, such as 'I consider myself very lucky to have found this childminder, and I know that my child feels happy, safe and secure in her care'. Parents value the use of a daily diary which helps to provide continuity of care for the children.

The quality and standards of the early years provision

Young children show great excitement and good concentration as they use favourite resources, such as a musical steering wheel and trains. They are beginning to look at books independently. The childminder is observant of children's enjoyment, and gives them time to make their own choices and play freely. Children make very good progress and become confident learners, because the childminder has a secure knowledge of their individual needs and development, and tries to build in activities related to their interests. She gives encouragement and praise, as well asking questions that encourage children to think and extend their own thoughts and ideas. Consequently, most children are well behaved. The childminder sets firm boundaries and house rules, and uses reward charts. Aims for behaviour are discussed and agreed with parents.

Children learn about patterns and the sounds of letters, and are beginning to write their name with some letters correctly formed. They take part in well planned activities, such as painting, playdough, cooking, drawing, sand and water play, storytimes, and music. Children's work is displayed in the craft room, which means they feel proud of their achievements. Weekly visits to a toddler group provide younger children with the opportunity to socialise with others. They enjoy exploring the local environment during walks to woodland areas, fields and parks, and learn about the seasons as a result of 'kicking through' fallen leaves. During the holidays the childminder takes older children swimming and on visits to adventure centres.

Detailed observations of children's play are used effectively to identify the next step for their individual learning. Excellent written activity plans include clear learning objectives, resources, the childminder's aims for her role, and any health and safety issues. Children's inclusion is encouraged through singing games, and reminding them to think about others' feelings. In addition, planning identifies how resources can be presented to meet the different needs of children taking part. Welcome posters, books, dolls and play people that reflect positive images are made easily accessible. The childminder promotes children's understanding of differences through the celebration of different cultural festivals, although this does not include activities and resources related to disability.

The childminder gives top priority to ensuring children's safety. A written risk assessment is used effectively in practice, and children's welfare is fully safeguarded through the use of comprehensive policies and procedures which are shared with parents.

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.	1

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?	1
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.