

Inspection report for early years provision

Unique reference number	150742
Inspection date	26/02/2009
Inspector	Catherine Hill
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 2001. She lives with her husband and their two children, aged 15 and seven years, in Farnborough, Hampshire. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is used for childminding, with toilet and sleeping facilities available on this floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children on the Early Years Register at various times throughout the week. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children engage in purposeful play and thrive as a result of the positive interaction they receive from the childminder. Children's needs are well known and very effective partnerships have been established with parents and others involved in children's learning and development, demonstrating inclusive practice. Consequently, children have outstanding opportunities to enjoy and achieve and to continually develop their skills. The childminder is enthusiastic and proactive with regard to further improving her provision and confidentially maintains a good detailed range of documentation to support her practice.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills to develop children's awareness of safety
- further develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice.

The leadership and management of the early years provision

The childminder has a very good understanding of her role and effectively organises her practice to ensure children are happy and well cared for within a nurturing and welcoming family environment. She is vigilant in ensuring children's welfare is safeguarded. She has a written child protection policy, has completed safeguarding training and maintains records of visitors to her home. Information relating to child protection is also displayed for parents. The childminder embraces children's differences and adapts her approach according to their individual needs and personalities. Children are settled and at ease within her care and turn to her readily for support and cuddles, showing that secure trusting relationships have been formed. Partnerships with parents are strong. Information is displayed for

parents, all policies are shared and excellent detailed information is continually shared regarding children's care, learning and development. Parent testimonials confirm that they find the childminder reliable and always providing a stimulating environment for children. The childminder has reviewed her practice as part of the National Childminding Association's Quality First assurance programme. She sought feedback on her practice from parents via questionnaires. She continually updates her own knowledge and skills through attendance at relevant training courses linked to areas such as, creative play for children and health and safety.

The quality and standards of the early years provision

Children develop an understanding of a healthy lifestyle as they follow routine hygiene procedures. A picture/word poster displayed on the bathroom door is a gentle reminder about washing hands and all children have individual towels and toothbrush mugs. Posters are displayed about healthy eating and teeth cleaning and the childminder maintains daily food records for all children. Children are taken out daily for fresh air and exercise. Babies shuffle their feet with excitement, smile and burble happily as they sit on a roundabout in the park, securely held by the childminder, and watch other children at play. Safety is seen as a high priority by the childminder who ensures her home is secure and safe for children. She maintains a daily written record of safety checks and has identified and minimised hazards within her home. Children are securely strapped into high chairs indoors and buggies when out. The childminder sets a positive example with regard to road safety, demonstrating how to cross safely, although has yet to practise her emergency evacuation procedure with children to further develop their awareness of safety within the home. Children behave very well as they are actively occupied and sensitively supported by the childminder. They enjoy the freedom to follow their own interests which reduces the incidents when they may feel frustration.

Children are making excellent progress in their learning as a result of the childminder's attention to their individual learning needs. Detailed planning and assessment records are maintained for each child showing their progression towards the early learning goals. The next steps in children's learning are regularly updated and shared. Children play very happily and show a strong motivation to learn as they freely explore age appropriate resources. They respond positively to the childminder who sits and plays with them at their level taking a genuine interest in all they say and do. Children develop their awareness of language as the childminder names toys they play with, such as a duck and train, thereby reinforcing the link between the spoken word and real object. They show a determination to succeed as they play. For example, they try and fit a toy aeroplane into a basket. When at first they cannot manage it they persevere and work out that the plane will go in the basket if they lift it high over the basket sides. The childminder sensitively steps back to allow children to independently achieve and applauds their efforts as they play, thereby developing and boosting their self-esteem.

Children learn about the wider world and other cultures through outings with the childminder, activities at home and through play with a range of play resources. For example, they develop an awareness of disability as they play with a figure in a

wheelchair, and have an opportunity to taste Chinese food, when learning about the Chinese New Year. They show an interest in books as the childminder reads them a story about a horse called Harvey and the childminder counts out the number of apples in a picture to help develop children's awareness of number. Children intently watch the childminder as she plays peep-o with them, looking through a plastic ring. They pick up a ring themselves and try and copy her actions showing that learning has taken place. Children are confident and have fun with the childminder. They clap their hands with glee showing good motor control and chatter away to themselves as they concentrate on trying to join large building blocks together.

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?	1
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?	1
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?	1
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?	1

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.