

Inspection report for early years provision

Unique reference number	113208
Inspection date	12/02/2009
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 1996. She lives with one of her four children, who is aged 14 years, in a house in Aldershot, Hampshire. The property is within walking distance of local shops, schools and parks. Children have access to a sitting room and playroom. Toilet and sleep facilities are located on the first floor. There is a secure enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time. She is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are six children on roll within the early years age range, all of whom attend part-time. The family have four cats as family pets. The childminder is a member of the National Childminding Association and the Aldershot Childcare Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make outstanding progress in their learning and development, due to the childminders excellent observational skills, and her ability to use comprehensive assessment in everyday practice. She delights in children's achievements, particularly in relation to the self-confidence they gain. All children are fully included because the childminder adapts her approach for each child, and fully embraces their differences. Self-evaluation includes discussing and sharing ideas with other childminders who belong to a local association. As a result, action taken by the childminder is well targeted and brings about further improvement, particularly in relation to the implementation of the Early Years Foundation Stage guidance.

What steps need to be taken to improve provision further?

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

- develop awareness of responsibilities under food hygiene legislation

The leadership and management of the early years provision

The childminder dedicates her time to joining in children's play. She shows great interest in what children say and do, and consistently engages in conversation and asks questions that extends their learning. The combination of an extremely nurturing, safe, and stimulating environment, and the childminder's ability to help children achieve in all aspects of their learning and development, means they reach their full potential. The childminder has recently completed a level 3 qualification in childcare. This has contributed to improved activity planning and written observations of children's learning, as well as developing the childminder's awareness of how everything she does contributes to children's lives. Effective daily communication, and regular opportunities to discuss and share children's

learning journey records, keep parents very well informed about their children's progress. Parents are welcomed into the childminders home and are fully consulted to ensure children receive continuity of care.

Since the last inspection all recommendations have been met. In addition, the childminder has made other improvements to her home. New fencing has made the garden more secure, and a patio and covered area adjacent to the house, means that children can play outside all year round. Children's health is promoted through the provision of well balanced meals, although the childminder's insufficient knowledge of food hygiene requirements, means that children are at risk of cross-infection. The childminder has a good knowledge and understanding of the action to take if she is concerned about a child, although a written child protection statement has not been devised.

The quality and standards of the early years provision

Children make outstanding progress in their learning and development because the childminder knows them so well. She talks about their achievements in an extremely informed and positive way. She is observant of what they have absorbed and learnt from past activities, such as posting shapes in a box, and increased skill with using tools for cutting and sticking. Children are very happy and settled and form close relationships with the childminder. The childminder's energetic and communicative approach captures children's interest and their involvement in activities, for example, as she sings with enthusiasm and uses props, such as frog glove puppets. Children are beginning to express themselves through joining in with movement activities, such as 'I'm a dingle dangle scarecrow', and show anticipation of these activities taking place. They laugh with delight as they march around the house to 'The Grand old Duke of York', and learn that dancing makes you healthy and that exercise is good for you.

Children are provided with a wide range of activities and experiences, such as painting, junk modelling, mark making, shaving foam play, cooking, and sticking. Regular visits to toddler group, soft play facilities, and other childminder's homes, provide children with good opportunities to develop their social skills. They explore their environment during walks by a local stream, and on visits to the library, and bus and train stations. Children learn to give others time to communicate, as the childminder explains that children who are younger and quieter need to be given a turn with saying what they see, for example in books. All children enjoy listening to stories, and they are encouraged to choose books from a wide variety on a shelf in the playroom. The childminder makes her own books using pictures that are meaningful, and helps children to talk about what they see and develop their communication. For example, children complete surveys of the different types of vehicles they see on outings, and use this to make a book on transport.

Children have an excellent balance of planned activities and opportunities for free play. The childminder encourages them to make choices within their play, as well as making suggestions to which they respond with enthusiasm. For example, she helps children to set up the musical instruments, and initiates singing activities, such as 'Five little speckled frogs'. This extends children's understanding of

number. Children include each other in their play, for example, as they play imaginatively with the pretend doctors set. They have use of a large hand puppet doll, which enables them to express their feelings, communicate with others, and helps new children feel included. A scrap book with pictures and postcards of other countries is used for discussion, and helps children to learn about differences and the wider world. Children dress up in Chinese clothes, attempt to use chopsticks to eat chicken chow mien, and use pictures of China to make posters, which the childminder displays in the playroom.

Activities are carried out daily according to children's interests and choices, and a displayed weekly planner includes details of usual events and outings. Children's assessment details include a termly plan of the next steps for their learning, as well as written observations, photographs and samples of art work and drawings to record their progress. At the end of each term the childminder meets with parents, and shares a written assessment of how children have moved forward in relation to the next steps identified at the beginning of each term. Lots of age appropriate play equipment is made easily accessible in the playroom, and children are familiar with where to find the resources. Consequently, they develop very good independence within their play. Regular use of resources in the childminder's garden, and large equipment at toddler group and soft play facilities, means that children made excellent progress in their physical development.

A comprehensive risk assessment includes the action the childminder takes within her home, at the play park, on a sunny day, and in relation to road safety. Use of a daily check list means that children are kept safe and secure and hazards are reduced. The childminder holds a current first aid certificate.

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?	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 28/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 28/02/2009

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.