

Inspection report for early years provision

Unique reference number	112818
Inspection date	11/05/2009
Inspector	Michelle Ann Parham

Type of setting	Childminder
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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).

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 1989 and lives with her husband who is also a registered childminder and adult son. The home is situated in Stroud which is a village near Petersfield in Hampshire. The property is accessible as toileting facilities are situated on the ground floor. The ground floor of the home is used predominantly for childminding with the study on the first floor accessed for supervised use of the computer only. There is a small hard standing area for outdoor play and children have accompanied access only to the rear area of the garden. The childminder is registered to care for a maximum of six children under-eight years at any-one time, of whom no more than three may be in the early year's age range. When working with her co-childminder this number increases to 11 children under eight years of which six may be in the early year's age range. The childminder is currently minding eight children in the early year's age group and one child who is over eight years of age as a temporary variation has been agreed. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. There is currently a pet dog in the home.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder and her co-childminder provide a homely, relaxed environment where children have their welfare, learning and development needs effectively met. The childminder has a good understanding of inclusion ensuring children have their individual needs met and are sufficiently challenged for their capabilities. All children make good progress towards the early learning goals and this is supported well through joint working, ensuring good supervision and childminder's taking lead responsibility for tasks. The childminder is aware of the settings strengths and areas for improvement and in partnership with her co-childminder takes positive steps to continually improve such as addressing recommendations from inspection and independent research through child care publications and websites.

What steps need to be taken to improve provision further?

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

- further extend safeguarding children policy in line with EYFS requirements and ensure incidents and existing injuries are recorded for the protection of children
- continue to develop partnership with other carers to ensure good sharing of information to meet the individual needs of children and to plan for their learning and development
- further extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development.

The leadership and management of the early years provision

The childminder provides an organised quality childcare service to support children and their families. She is committed to raising standards through attending additional training when possible and working together with her co-childminder to evaluate activities and general practice. Effective links with the local pre-school and school help to build positive relationships and ensure continuity of care. However the childminder does not currently share targets with key persons which would further improve the progress children make in their learning. The childminder has good partnership with parents and they are highly supportive of the service and care their children receive. Information is gathered from parents when children first attend about general care routines however does not include learning or development which would ensure immediate challenge is offered and children can build on their current levels. Good systems are in place to effectively share information with parents using diaries with younger children and daily discussion or formal meetings arranged. Parents are provided with written policies outlining work practice for their own reference to ensure they are aware of operational procedures.

The childminder has a good understanding of indicators that would raise concerns about children's welfare and is aware of required procedures. However existing injuries and incidents have not been recorded which may lead to delay in identifying child protection concerns. All hazards within the home have been addressed and the childminder ensures the safety of children through vigilant supervision and use of socket covers, a safety chain and safe storage of hazardous materials. Risk assessment is completed for the home and outings and all adults have been checked to ensure their suitability. Children learn about dangers and how to keep safe through worthwhile activities such as learning about people who help us, practicing road safety and being aware of strangers.

The quality and standards of the early years provision

Children are relaxed and happy in the home; they confidently interact with the childminder and their peers as they engage in activities and natural free play. They benefit from being regularly consulted about their play which ensures they are interested and has a positive impact on willingness to learn. The childminder knows the children well in her care and provides activities which children are interested in and enjoy. For example when children have had a special interest in dinosaurs she has provided figures and they have made models. Informal observations are completed on children and with good levels of supervision by working with her co-childminder the childminder is able to effectively build on current levels for their good progress. A wealth of good quality play resources ensures a balanced curriculum is provided covering the six areas of learning. The childminder is highly effective at introducing concepts and extending learning through her good interaction and involvement in play. For example when completing puzzles she will ask children to identify shapes and colours and include counting. Or, in general discussion will show children how to compare using language such as long, shorter and tall etc. Children have good opportunities to

problem solve and gain an understanding of mathematical concepts through activities such as threading, puzzles, lotto and matching games and using building blocks and Duplo to design and construct. Literacy, language and communication skills are well promoted at the setting with children enjoying regular story times with the use of puppets and visiting the mobile library. Books are displayed attractively and easily accessible which fosters an enjoyment of reading for pleasure and understanding that text has meaning. All children practise emergent writing skills as they, for example, draw patterns in dry sand or with varied mark making resources such as roller crayons for very young children, white boards, paints, felt tips and chalks.

Children develop good levels of independence and self-care skills as they have many opportunities to try things for themselves, such putting on boots for outdoor play or visiting the toilet area independently. They develop good routines for being healthy as the childminder promotes stringent hygiene practices ensuring children know why it is important to wash their hands regularly and providing separate flannels and towels to prevent the spread of infection. Children learn about the benefits of exercise from undertaking regular outings into the rural community to explore the environment and wildlife, daily walks to school and by general discussion about how exercise makes the body fit and strong. Healthy eating is highly promoted as the co-childminder prepares nourishing home cooked meals using fresh produce. Children have healthy snacks of dried fruits and breadsticks and plenty of fresh fruit after main meals which contribute to developing good habits for a healthy lifestyle. Inclusion is well promoted as activities are adapted to ensure all children can participate safely. The balanced curriculum ensures children develop skills for their future economic well-being. For example numeracy and communication, language and literacy are included in play and daily routines and children begin to learn about technology as they use interactive toys such as the camera, cash register, keyboard or computer. Knowledge and understanding of the world is further promoted through worthwhile activities such as studying mini-beasts using magnifying glasses and finding out interesting facts about them and their environments. Children are able to express their creativity using a good selection of art and craft materials to collage, print and paint. They have a variety of music and movement tapes for action songs and rhymes and enjoy acting out as animals for example when they look at pictures as they jump or pretend to fly or swim. Children also have access to a good selection of traditional and authentic ethnic musical instruments with which to explore sounds and rhythm.

Behaviour management techniques are positive with praise and encouragement given which fosters good self-esteem. The childminder is a good role model and children display lovely manners and behave very well at the setting. Rewards are given for effort and achievement and any challenging behaviour is managed using distraction and occasional time out to think if required. Children gain understanding and respect for others as they learn about diversity through positive images in resources and investigate celebration and events such as Chinese New Year, Hanukah, Divali and Passover. The childminder is fully involved with the children giving time and attention to their individual needs. She develops warm, trusting relationships which has a positive impact on their confidence to explore, enjoy and achieve.

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?	3

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?	3
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