

Inspection report for early years provision

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Inspection date	04/09/2009
Inspector	Helen Mary Ball
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2002. She lives with her husband and three school-aged children in the Cranbourne part of Basingstoke, close to shops, parks, schools and public transport links. Access to the premises is good. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. She has no pets.

The childminder is registered to care for a maximum of five children at any one time, of which three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the care of this childminder who is very calm, caring and capable. She has a "can do" approach and this means that children of all abilities take part in activities which she adapts to meet their individual stages of development. The childminder has excellent relationships with parents/carers and as a result, children are happy, settled, safe and secure in a setting where the childminder meets their individual needs. This means that children progress well given their age, ability and starting points. The childminder has a professional approach to childcare and is committed to developing her own knowledge through ongoing training; she evaluates the provision and successfully identifies areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments are regularly reviewed and that the record of risk assessment is dated
- continue to develop systems to ensure that observational assessment informs planning for each child's individual continuing development so that their next steps in learning are effectively planned for through play-based activities

The effectiveness of leadership and management of the early years provision

The childminder is very well organised and children's health and welfare are effectively underpinned because required policies, procedures and consents are in place. She has conducted a thorough risk assessment of her home and for outings, and children are closely supervised. Children are very well safeguarded because the childminder has attended training in child protection. She has a clear understanding of the signs and symptoms of child abuse and has written a child protection policy which is shared with parents.

Children develop independence as they select their activities from a wide range of accessible resources. Daily routines ensure that children have ample opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder has a working knowledge of caring for children with special educational needs and/or disabilities.

The childminder observes and assesses children's development and keeps records of children's achievements, although children's records do not always identify children's next steps in learning. Through effective self evaluation, the childminder has already identified this as an area for improvement and she is actively seeking further training to support this area of her provision. However, she knows each child very well and this means that she is fully aware of their individual stages of development.

Parents and carers report that the childminder fully supports their choices for their child's development, provides a loving and child-friendly educational environment and that their children are and feel safe.

The quality and standards of the early years provision and outcomes for children

Children are incredibly settled and happy in this home. The childminder is very patient and she is skilled in ensuring that each child receives individual time and attention. All children are included and valued and have developed sound relationships with the childminder and their peers.

The childminder effectively supports children's learning; she provides sensitive support to children and differentiates activities and questioning to enable all to progress according to their own stages of development. For example, the youngest children help to name and sort farm animals while the older children are encouraged to consider where these animals live and what they need in order to survive. This means that all children succeed at their own level and develop high levels of self-esteem.

The childminder is beginning to make observations and assessments of children's progress so that these can be used to plan for their future learning needs. She is developing her knowledge of the Early Years framework and now plans to use this

to identify the children's next steps in their learning and to provide challenge during activities. She knows each child very well and competently recognises their current stages of development; as a result they make good progress towards the Early Learning Goals.

The childminder strikes an effective balance between adult-led and child-initiated activities. She knows children's individual interests and plans for simple activities such as playing with the farm and wild animals and then adds further resources to extend children's learning. This means that children are fully engaged in activities because they are interested. The childminder is skilled at recognising that very young children have a short attention span and she changes activities frequently so that children are fully occupied.

Children's communication skills are very well supported as the childminder chats to children continually and asks them open questions to develop their thinking and vocabulary. Children show a love of books and snuggle against the childminder as she reads stories to them.

Children's creative development is very much encouraged and children delight in displaying their art work in the childminder's home. They enjoy a variety of messy play opportunities when they create collages, hand printing and gloop. Children develop a healthy lifestyle through daily physical exercise. They are taken out every day and they regularly visit local parks and woods. The childminder's garden is fully paved which means that children can play outside in all weathers.

Children are safeguarded within the home. They play safely indoors because the childminder has undertaken a full risk assessment and uses safety equipment such as stair gates appropriately. She reminds the children about safety issues. For example, she reminds children to sit on the furniture and not to climb. Children learn road safety on each outing and their knowledge is consolidated as they play with the small world figures, cars and road map indoors, excitedly reminding the play people that they 'must be careful on the road in case the cars come'. The childminder further assures children's safety on outings because she provides fluorescent tabards for children to wear, ensuring they are visible at all times.

The childminder keeps children safe by ensuring they are supervised in their play at all times. She helps the children to stay healthy by teaching them to use careful hygiene routines, and she provides individual hand towels to prevent the spread of infection. Frequent praise, and the childminder's calm approach to behaviour management, ensures that children are gaining in confidence and that their wellbeing is assured.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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