

Inspection report for early years provision

Unique reference number	113192
Inspection date	21/07/2009
Inspector	Michelle Ann Parham
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 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 registered in 1996 and lives with her husband and adult children in a house in the village of Purbrook in Hampshire. The setting is within walking distance of local schools, preschools and parks. The property is accessible with toileting facilities situated on the ground floor which is used predominantly for childminding with bedrooms on the first floor allocated for sleeping. There is a fully enclosed rear garden area suitable for outdoor play. 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 years age range. The childminder also works occasionally with her husband as an assistant. The childminder is currently minding three children in the early years age group and two children from five years to seven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has NVQ at level 3 in Early Years and Education and is currently near completion of a BA (Hons) in Childhood Studies. The family have a cat and gerbils as pets in the home.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a service where children's welfare is successfully promoted and they make good progress in learning and development. Inclusion for all children is maintained with effective systems to ensure individual needs are met and the childminder following children's interest through their play and learning. Training is completed regularly with the childminder obtaining further professional qualification to enhance her expertise. She liaises regularly with other childminders and uses media to share good practice and keep abreast of early years initiatives which contributes to her good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- introduce systems to offer children more opportunities to initiate their own choices of play
- ensure full names are written in all documentation and introduce effective systems to maintain confidentiality when sharing documentation with parents

The leadership and management of the early years provision

The childminder provides a well organised service to support children and their families. All required documentation is in place for safe and efficient management of children, however some records lack sufficient detail and do not ensure confidentiality. The childminder is supported effectively by her assistant for busy periods such as school runs which ensures good levels of supervision and support for children. Informal monitoring and review ensures activities and experiences are

appropriate and good outcomes for children. Comprehensive self-evaluation contributes to effective delivery of the Early Years Foundation Stage and identified targets for future development of work practice.

Children benefit from the childminder developing good links with parents sharing all information in regard to learning and development and operational practice effectively. For example parents sign as having read all policies and procedures and general care and activity information is shared verbally on a daily basis with parents welcomed into the home. The childminder is aware of the importance of working in partnership with other key persons and ensures links are made to support children's care and learning. Good information is gathered in relation to starting points including skills and what children know to ensure they are immediately challenged. Assessment records are shared with parents on a monthly basis which includes parents in children's learning and ensures they are aware of achievements and targets for development.

The childminder has a very good understanding of safeguarding children, having completed advanced training and tutoring this subject in her role as a lecturer at college. Hazards in the home and garden are identified and minimised using effective safety measures such as gates, socket covers and safe storage of hazardous materials. Risk assessments are completed and children are beginning to learn how to keep safe through discussion about road safety, strangers and unfamiliar animals for example. Children's behaviour is good at the setting and positive techniques such as praise and encouragement, distraction and discussion are used helping children learn the effect of their behaviour and further contributing to their own and others' safety.

The quality and standards of the early years provision

The childminder knows the children well and provides activities which follow their individual interests such as providing a racing car suit and real steering wheel or hats and helmets for children who enjoy role play. Systematic observations are completed on children with identified targets for progress which are effectively planned into the curriculum. The childminder has a good selection of play resources which cover the six areas of learning however due to storage implications the children have limited opportunities to currently initiate their own choices of play. The childminder spends her time purposefully involved with the children supporting them effectively as they play and using good interaction and open questioning to extend learning. For example as children play the childminder will talk about shapes or colours or simple calculation such as when skipping and discussing how many more jumps this time. Children have good opportunities to problem solve as they enjoy play with puzzles and inset boards or use construction resources such as Duplo, Lego or Big Build working out what to make and how pieces fit together. The younger children at the setting particularly enjoy the role play resources where they imitate home life such as when playing with dollies and changing nappies or as they explore their imagination pretending to be a racing car driver. The childminder effectively draws on children's own interests and incorporates other activities to ensure children have a balanced programme of learning. For example she will introduce books about transport and mark make in

the garden as they design a racing track using water bottles. As a result children are always interested and occupied and thoroughly encouraged to enjoy and achieve. Children learn about their local community as they visit various groups such as parent and toddler, music and the library. Here they have opportunities to extend their confidence and social skills with others and join in activities such as group singing and story time and craft activities such as collage or colouring teddy bears. Physical play is well promoted at the setting and the childminder has a good selection of play resources to promote gross motor skills in the rear garden such as tents and tunnels, slide, swing, trampett and sit and ride toys. Children learn about being healthy following good personal hygiene routines such as washing hands regularly and discussing foods that are good for the body and the benefits of exercise. Parents provide all meals and snacks and the childminder ensures children eat healthy items first and provides regular fresh water throughout the day which children can access independently. Independence is further encouraged as children have good opportunities to try things for themselves, such as taking off own shoes and coats. Children feel important as the childminder takes time to listen to children as they talk about special events such as camping trips. She displays their art work in folders or on the fridge which evidences how she values their contributions and helps develop good self esteem as they proudly show parents their achievements.

Inclusion is well promoted as activities are adapted to ensure all children can participate. The balanced curriculum ensures children develop skills for their future economic well-being. For example they begin to work out how things work and get an understanding of technology using equipment such as calculators, scales, computers, cameras, stethoscope and mobile phones. Counting songs and rhymes are common place with children enjoying songs such as 'Ten fat sausages' and communication, language and literacy are naturally included in everyday routines. For example, story time at the end of the day, recognising their own name from their place mat or mark making with flour. Children benefit from a selection of resources that promote positive images such as books, puzzles, dressing up and small world figures. They also cover various festivals and celebration such as Chinese New Year, Diwali, Easter and Christmas which helps to foster respect and understanding of other customs and diversity. Children are relaxed, secure and happy in the home; they confidently interact with the childminder enjoying her time, attention and involvement in play and close contact such as cuddles when they are feeling unsure. All individual requirements are effectively met and children make good progress in learning and development.

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?	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

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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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