

Inspection report for early years provision

Unique reference number	EY388406
Inspection date	12/08/2009
Inspector	Marie Thompson

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 2009. She lives with her partner and two children aged three and five years old, in Andover, Hampshire. The house is within walking distance of the local pre-school, primary school, shops, park and transport links. There is a fully enclosed garden available for outside play. The family have one dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two 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 also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has a CACHE Level 1 in Home based Childcare and an NNEB qualification. The childminder is able to collect children from the local school and attends several groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's knowledge of each child's individual needs ensures that she promotes all aspects of children's welfare and learning with success. The professionalism of the childminder and her congenial and consolatory approach to caring for children ensures the service she provides is flexible, caring and inclusive, and meets the individual needs of all children in her care. The childminder has formulated a method of identifying children's progress through some observations and assessment but these need to be developed further. Children are at home and happy in the environment where they receive good support from the childminder, who spends her time actively involved in their play, extending their learning and development. Children are safe and secure at all times and enjoy learning about the world around them.

The childminder is very aware of the need to encourage good behaviour through praise and encouragement and help children to feel good about themselves. Children are encouraged to share and take turns in their play. The house rules are painted on the playroom wall to help the children to remember them. The childminder is a good role model and children copy her good example, using 'please' and 'thank you' at appropriate times.

What steps need to be taken to improve provision further?

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

- continue to develop observations and assessment systems in order to identify learning priorities for each child and support their progress towards the early learning goals

- develop the self-evaluation process further

The leadership and management of the early years provision

The childminder has a good understanding of the importance of regular risk assessments of the home and garden to ensure children's safety. All outings are assessed and her secure knowledge of child protection issues and procedures help to safeguard the children's welfare. She has contingency plans in place to ensure children are left with a suitable person in the event of an emergency. The childminder has a comprehensive set of policies and procedures that guide her in her daily practice and reflect her knowledge of the requirements. Parents receive a copy of these together with full details of the service she provides through verbal exchanges each day. All information regarding children's needs is gathered before children start allowing the childminder to support individuals from the outset.

The childminder has started to make some observations of the children attending and has linked these to their progress in the six areas of learning. She has started to observe children and identify how she can plan the next steps in children's learning but has not yet incorporated this into her weekly routine. The childminder has started to evaluate her own practice, identifying her main strengths and some weaknesses within her provision.

The childminder takes account of the parents' wishes and children's choices to provide nutritious meals and snacks that appeal to the children and meet their dietary needs. Children are developing their social skills through eating snacks and meals together.

The quality and standards of the early years provision

Children have access to a good balance of adult-led and child-initiated activities, both indoors and outdoors, that help them make good progress in the six areas of learning. The childminder spends all her time actively engaged in play with the children. She has a lovely manner and is extremely animated when she is talking to them. This receives a lovely response from the children of happy smiles. The childminder is enthusiastic about the toys and activities she presents, so the children are keen to explore them and join her in games. All children are included in all aspects of the childminder's day. She is beginning to know the children in her care well, is respectful to them and utilises her knowledge of their individuality well to encourage their self-confidence and self-esteem.

Children are relaxed and confident and clearly enjoy their time with the childminder who is attentive and very aware of individual needs. She takes time to get to know each child so she can support individuals in their play and learning. The resources and themed activities available all support children's learning of the wider world. For example, the selection of Information and Communication Technology (ICT) equipment, telephones, role play activities and outings in the local community. The children enjoy going to the local toddler groups where they are able to socialise with children of similar ages and access a different range of

toys and activities.

Children have a super time taking part in lots of fun and exciting activities such as making cakes, painting, trips to Finkley Down Farm, shaving foam play and hand prints to make the characters from the story book, 'The Hungry Caterpillar'. Children make good progress towards the early learning goals because the childminder understands how children learn. Children develop positive attitudes to exercise. Opposite the house there is a huge park which the children visit regularly. It has a pond with ducks, swings, climbing frame, slide and seesaw.

Children are happy and settled. They enjoy their play in a clean, safe and comfortable home environment. They have easy access a good range of resources that are safe and suitable for their age and stage of development. Children's good health is promoted through consistent routines that help prevent the spread of infection. They each have their own flannel and towels which are easily identifiable by different colours and their names embroidered on them. Children learn about the behaviour expected of them by brightly coloured bumble bees which display 'B' words. For example, 'be helpful, be kind'.

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

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