

Inspection report for early years provision

Unique reference number	EY362739
Inspection date	03/02/2010
Inspector	Coral Hales
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).

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 who is a qualified practitioner registered in 2007. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and twins aged five years in the village of Clanfield, Hampshire. The childminder takes and collects children from the local school. The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for one child in the early years age group. The childminder is a member of the National Childminding Association and the family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic and self-motivated and is keen to offer a professional and well run service for the parents. She provides the children with a child-friendly, bright and interesting home in which to learn and play and to ensure their routine care needs such as rest and meal times are catered for. She works closely with parents and has a clear understanding of the need to liaise with others for the benefit of the children in her care. Children are happy and she effectively supports their learning and they make good progress. The childminder has a good understanding of how she wishes to bring about further improvements to the provision and outcomes for children and is keen to develop formal systems of self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals
- develop systems of self-evaluation to identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder safeguards and promotes children's welfare and has the required procedures and consents in place. She has a clear understanding of her role in protecting the children in her care and has a good knowledge of current child protection procedures. Children are able to move freely and safely within her home as she has identified and minimised the risks. For example, safety gates are used as necessary and suitable fire procedures are in place. The childminder has a

comprehensive risk assessment in place and this includes outings that she takes the children on.

The childminder is committed to providing a quality service and involves her parents as she values their views. She has informal systems in place to monitor and evaluate her practice and recognises the benefit of reflective practice. Parents are provided with relevant policies and procedures and the childminder keeps her documentation up-to-date and in line with new guidance. She recognises the uniqueness of every child and provides a supportive environment that enables them to gain a sense of belonging as they learn.

The childminder organises her home effectively to encourage children to be active, independent learners. Equipment is well-maintained and toys are colourful and stimulating.

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

Children enjoy their time with the childminder and quickly settle to new routines and surroundings. The childminder has a good understanding of their abilities and provides suitable resources and activities to support. She is aware of children's likes and dislikes and interests because good two-way communication with parents ensures that verbal and written is shared regularly. The childminder has implemented assessment records. She is still developing her understanding of these, as it is not clear how they link to the expectations of the early learning goals or show children's ongoing progress. They do however, identify next steps in learning.

Children enjoy participating in songs and love listening to music and move their bodies in time with the rhythm. They then have great fun as they use bright and interesting musical instruments, exploring the different sounds they make. The childminder develops their interest in early communication and interacts with them asking questions and they respond well by babbling to her and then giggling. They look at books and explore by touch and are fascinated as the page makes a crinkly noise.

Children have the opportunity to explore textures and develop their creativity as they paint using brushes. They move them across the paper before studying the brush closely before making more marks. Regular walks out in the community and to and from the school ensure children have regular opportunities to be out in the fresh air.

Children are cared for in a clean and safe environment and suitable toileting and nappy changing systems are in place. These are in line with their own routines and they sleep, eat and play as they wish. Nutritious snacks and home cooked meals are provided for the children and they are given time to develop their own independent skills, for example, attempting to feed themselves. Drinks are available at all times to ensure young children do not become dehydrated.

Children are relaxed and receive good levels of individual attention and emotional support from the childminder. They are helped to begin to learn skills that will help them in future life, for example, she encourages them to explore their environment and make independent choices.

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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