

Inspection report for early years provision

Unique reference number	EY281466
Inspection date	23/11/2009
Inspector	Michelle Ann Parham
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 registered in 2004 and lives with her husband and two children in a residential area of Liphook in Hampshire. The property has toileting facilities on the ground floor. The ground floor is used predominantly for childminding with a bedroom 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 is currently minding three children in the early years age group and three children over eight years of age. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for two children. She has an National Vocational Qualification (NVQ) at level 3 Children's Care, Learning and Development and attends groups for children on a regular basis. There is a pet cat, fish in tanks in the home and chickens in a coop in a separate area of the garden.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made positive steps to implement the new Early Years Foundation Stage (EYFS) which contributes to children making good progress in their learning and development. Children's welfare requirements are effectively met through close working with parents and documentation to identify individual needs. The childminder has addressed previous recommendations, she has attended further training to update professional skills and builds on current practice all of which demonstrates 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:

- further extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development
- 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
- site fire blanket for ease of use if needed in an emergency and ensure chemicals are inaccessible to children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of signs and symptoms that would cause concern and of the action to take to ensure the welfare of children. Accidents are suitably recorded and the childminder is clear to record existing

injuries children arrive with or incidents. The childminder uses appropriate safety equipment such as gates and socket covers to promote safety and conducts formal risk assessments of the home. However, chemicals are stored at low level in the kitchen cupboard and accessible to children which does not fully ensure safety. Children use the ground floor of the property with the first floor accessed for sleeping only which contributes to good levels of supervision. Evacuation of the home is practised monthly to ensure all children are clear of how to make a safe exit, however, the fire blanket is not yet sited to be efficiently opened if needed in an emergency. Children benefit from the childminder having a good understanding of effective behaviour management techniques and the individual requirements of children. She uses positive methods and adapts practice to deal extremely well with challenging behaviour; ensuring children understand the effect behaviour has on others and ultimately promoting the safety of all children. As a result, children learn to be positive members of society and develop acceptable codes of behaviour.

The childminder clearly enjoys her role, evolving practice in line with new legislation to ensure effective delivery of the EYFS. She has achieved a level 3 qualification since her last inspection and has attended a good selection of training and an early years conference to update professional development. Procedures for formal planning and observations have been changed to update her practice for the benefit of children and the childminder is keen to seek guidance and advice to support the individual needs of children; further evidencing how she is driving improvement. Children benefit from a balanced curriculum of activities and resources that promote learning in all areas. The childminder completes observations identifying the next steps for further progress. These are shared with parents via termly reports including targets for future learning. Links have been made with other settings children attend and the childminder is working well to support children's transition to nursery. However, current links are not made with actual key persons to share identified learning objectives and sharing of information with some parents is limited due to current arrival and collection arrangements.

The childminder recognises that children are individuals and have different needs in accordance with their stage of development and personal circumstances. She is skilled in the practice of ensuring all children receive individual time and attention. Effective systems in place collate children's information from parents in regard to care and routines, however, at this time does not fully include what they know and can do to ensure children are sufficiently and immediately challenged when they first start at the setting. Information is shared verbally with parents and daily diaries are used for young babies. Children learn about others' differences and similarities through a variety of resources such as books and small world figures. They cover celebrations such as Diwali and Chinese New Year where children enjoy making kites and decorating the home with footprints as part of the festival.

Children benefit from a warm, homely environment which is bright and welcoming. They have a good range of resources which they can access independently, and are thoroughly consulted about their play which ensures they are interested and make choices. The childminder is fully supportive of children, spending her time constructively involved in play and engaging in conversation. Children learn about

sustainability as the childminder has strong practice in regard to recycling resources such as using junk for modelling and food scraps to feed the chickens. Children learn not to waste water and are able to pick fruits and vegetables from the allotment area. The childminder makes good use of community resources, such as bi-monthly visits to the library and outings to the local parks and nature areas which promote physical development, literacy and children's knowledge and understanding of the world around them.

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

The childminder builds warm and trusting relationships with children, where they feel happy to actively participate in play and activities evidencing how they feel safe and secure in the setting. Children engage confidently with the childminder who has good interactive skills and a calm, friendly manner. They are confident in routines and enjoy helping the childminder with special tasks such as preparing for snack time and tidying away toys. Children learn about road safety when out of the setting and other hazards such as strangers and not picking anything up off the floor. They tidy away toys to make a safe space to play with new equipment and are taught not to throw toys as they may hurt others. As a result, children are learning about hazards and how to keep safe. Children benefit from wholesome home cooked meals with the childminder, promoting healthy eating. For example, for evening meals they have roast and pasta dinners and at snack time fresh fruits and an occasional sweet biscuit. Regular drinks are provided which ensures children are well hydrated. Children know to wash their hands at appropriate times and have steps provided to promote independence and self care skills. They have a good selection of equipment in the garden to promote gross motor skills and the childminder encourages lots of walking in the community which has a positive impact on children's fitness.

Children's learning and development is well supported as the childminder provides a range of play resources and activities that cover the six areas of learning. Children are certainly at ease in the home as they confidently ask the childminder for help, for example, as they try to figure out where shapes fit in the puzzle. Their personal and social skills are promoted as they are encouraged to try things for themselves, such as, taking off their own shoes and are currently having success with toilet training. Children play a lot of games at the setting which promotes turn taking and sharing which has a positive impact on behaviour and working with others. They benefit from activities to promote pencil control such as tracing shapes and letters and learning how to recognise letters from their own name. Story time is fun as the childminder involves the children using puppets/props which encourage their literacy skills and confidence in speaking in a small group. This also has a positive impact on children reading books for pleasure as they can be seen to access the books independently taking time to sit, handle them correctly as they turn and look at the pages. Children engage confidently because the childminder is particularly skilled in interaction with children taking time to clearly listen and talk to children and an interest in what they have to say. Counting, calculation and problem solving occur in natural free play and daily routines. For example, as children catch flights from the 'Elafun' game, the

childminder will help them count out how many. They learn about shapes through puzzles and inset boards and problem solve as they work out how they fit together or as they use the Tap, Tap Art, for example. Children have a number of resources that promote understanding of technology and how things work. They enjoy the Leapster Game Pad, electronic alphabet game and Bob the Builder electronic telephone, contributing to them developing important skills for the future. They have good opportunities to learn about the natural world as the childminder makes good use of the local environment for collecting leaves, for example, and looking at changes in the seasons. Children feed and collect eggs from the chickens and fruits and vegetables from the allotment area which further promotes their knowledge and understanding of the world. Achievement records, art work and photographs show that children have lots of opportunities for art and craft as they have painted, printed, collaged and made masks, for example. They further express their creativity and imagination as the childminder provides a good selection of small world play such as a dolls house and figures, transport vehicles, soft toys and dressing up. Children are very happy in the setting, industrious in their play and actively encouraged by the childminder to 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

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

The quality of the provision in the Early Years Foundation Stage

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

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- put in place a written statement of procedures to be followed in relation to complaints. (Also applies to the voluntary part of the Childcare Register) (Procedure for dealing with complaints) 23/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register. (Procedure for dealing with complaints) 23/12/2009