

Inspection report for early years provision

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Inspection date	03/11/2009
Inspector	Catherine Hill
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 was registered in 1990. She lives with her husband and granddaughter, aged five years, in Yateley, Hampshire. The ground floor of the childminder's home is used for childminding activities with an upstairs bedroom used for babies to sleep. There is a secure garden area 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. She is currently caring for three 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 compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools to take and collect children, as well as attending local parent/toddler groups. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively organises her practice to provide children with a welcoming, family environment for their care and learning. Children are very happy and relaxed and are making good progress with their learning, sensitively supported by the childminder as they play. The childminder's policies and procedures promote inclusive practice and all children have equal opportunity to access activities as appropriate to their age and stage of development. The childminder's capacity for continuous improvement is very good and she continues to develop her own knowledge and skills through further study and reading relevant early years literature.

What steps need to be taken to improve provision further?

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

- further develop children's learning journey records to clearly track their development in all learning areas
- further develop the promotion of inclusive practice, for example, by providing children with access to resources which reflect their family cultures

The effectiveness of leadership and management of the early years provision

The childminder devotes her time to interacting with children and ensures they have daily opportunities to access resources and activities which allow skill development in all areas. She has completed a detailed self-evaluation form critically reflecting on her practice, with areas for development identified, such as extending her resources to reflect children's differing cultures, and has a time-scaled plan in place for further improvement. Since her last inspection she has

introduced daily diaries for children, addressed previous recommendations made and continued with her own professional development. Children's welfare is safeguarded well as the childminder understands her role and responsibilities with regard to protecting children. She has a written child protection policy, has attended specific training in this area and has booked to attend an advanced child protection course.

The childminder understands the importance of working in partnership with parents and others involved in children's care. She has established excellent relationships with parents and shares all her policies and procedures with them. There is a daily written and verbal exchange of information about children between the childminder and parents. Children benefit from this good communication between their main carers as it means their individual needs are well known. Parents are effusive in their praise of the childminder who they find to be 'reliable, flexible and accommodating' and state that she 'has always demonstrated first class care whilst providing a variety of fun activities'. The childminder values all children as individuals and treats them with equal concern.

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

Children behave very well and have fun as they play amicably with each other. They settle quickly into the familiar surroundings of the childminder's home and demonstrate a motivation to learn as they actively explore the good range of toys accessible to them. They enjoy creative play with small world resources, such as the play kitchen. They show an understanding of how things work as they use a toy iron to press clothes for a teddy and as they operate an interactive 'power touch' toy. They show good hand-eye coordination as they thread wooden beads and delight in demonstrating their physical skills as they practise jumping on the spot. They build towers with wooden blocks and the childminder helps children develop their awareness of number as she counts the number of blocks in the tower. Children sit together at the table to make firework pictures with chalks and to develop their mark making skills. They use roller markers to print on a play mat and recognise and name the star shape printed by the roller. Children sing and chat to themselves as they play showing they feel safe, happy and secure. They swing their arms and merrily clap their hands as they listen to songs played by pressing the buttons on a teddy bear.

Children keep safe at the childminder's as she has risk assessed her premises and identified and minimised hazards. Children are safely strapped into booster seats at the table for craft activities and to eat and the childminder ensures hot drinks are placed out of their reach. They play in a clean home environment and develop an understanding of a healthy lifestyle through daily exercise and the provision, by the childminder, of healthy snacks and meals. Routine hygiene procedures ensure children's hands are cleaned after craft activities and before eating. They enjoy a snack of raisins, apple and orange pieces and freely access their drink when thirsty. Children show an understanding of good manners as they say 'thank you' when reaching out to take a toy and listen, and respond positively, to the childminder when she talks to them about sharing. The childminder regularly

observes children at play and maintains good development records as evidence of children's skill development, although their progression in learning is not clearly tracked in all areas. She identifies future learning targets for children and these are shared with parents, together with children's development folders.

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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