

Inspection report for early years provision

Unique reference number	EY400387
Inspection date	31/03/2010
Inspector	Alison Large

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. She lives with her husband and three children in the Botley area of Hampshire. All areas of the ground floor and an upstairs bedroom for sleeping are used for childminding and there is a fully enclosed garden available for outside play. The ground floor is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of five children at any one time. She is currently minding five children in the early years age group on a part time basis. The childminder is able to walk to the local schools to take and collect children. The family have some fish and a guinea pig. The childminder attends various groups on a regular basis and 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 provides children with a welcoming and safe family environment, and meets their individual needs well. Children enjoy their time with the childminder as she shares with them the fun and excitement of learning different things, to help them reach their full potential. The childminder makes good provision for children in the Early Years Foundation Stage. The childminder ensures all children are equally valued and included. She has not yet started any formal self-evaluation to identify her strengths and areas to develop to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems of observation, assessment and planning to fully support children's learning and development
- develop systems of formal self-evaluation to help improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder is caring and works closely with the children and their families. She has a good understanding of procedures to safeguard children and ensures that children are safe and always supervised by herself. The childminder demonstrates a good understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. The childminder completes contracts and children's detail forms with parents and accurately records

children's times of arrival and departure. She has a range of policies and procedures in place that underpin her good practice and these are shared with parents. She is clear about the action she would take if she had any concerns regarding the children in her care. The childminder completes regular risk assessments on the premises and equipment, and talks to children about keeping themselves safe. Children are provided with well maintained resources and interesting activities which are linked to all areas of learning and are age appropriate. They develop independence as they select their activities from a good range of resources both inside and outside.

The childminder builds good relationships with parents; she keeps them well informed about their child's daily routines and activities. She shares children's learning journeys and information about children's achievements. Parents state they find the childminder 'brilliant' and value the communication that exists concerning the children's routines. The childminder welcomes all children into the setting and ensures that the health, safety and wellbeing of children is a high priority. She is sensitive to the needs of children who have particular health or learning needs and works closely with the parents to support all children in her care. The childminder is aware of the need to meet with other providers of the Early Years Foundation Stage that the minded children attend, to ensure children's development needs are being met.

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

Children are happy, settled and enjoy the time they spend in the childminder's care, and make sound progress in their learning and development. The childminder speaks knowledgably about the child's interests and their stages of development. Equality and diversity is promoted well as all children are included and can take part, as the play equipment suits their development levels and interests. They can take part in a range of activities, some of which are adult led, such as reading stories together or using materials such as craft resources. At other times they initiate their own activities and enjoy playing with the puzzles or musical instruments. They have easy access to a wide range of resources and there is a garden for outside play to enable children to explore, use their senses and be physically active. The childminder has started to make observations and assessments of children's progress and is building up individual books and photographic records to share with parents. She informally plans her day according to which children she is caring for, adapting activities to meet each child's needs whilst taking into account their age or stage of development.

The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children's vocabulary and learning is promoted due to the good interaction between themselves and the childminder. They have opportunities to count frequently and enjoy looking at books. Healthy snacks are provided in accordance with parents' wishes and the childminder talks to the children about healthy eating. Children follow good hygiene routines as they wash their hands before eating and after messy play. Praise, and the use of positive strategies, ensures they are gaining in confidence and self-esteem. Children behave well and

learn to share and take turns, and to care for one another. Younger children have good relationships with the childminder, are secure and settled, and are developing a sense of belonging. The childminder is quick to respond to any circumstances and keeps children safe. She reminds children not to put toys in their mouth, and by giving children explanation, they learn to accept her boundaries and think about their own safety. The childminder is watchful and children clearly feel secure in her care. They gain physical and emotional comfort sitting on the childminder's knee when sharing a book. Parents sign a wide range of agreements when their child first starts with the childminder. They are kept fully informed of their children's routine and their learning and development through daily discussion. The childminder has put systems in place to find out about children's starting points in their development when they join the setting, and parents are consulted about their child's needs and interests at regular intervals.

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	3
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

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