

Inspection report for early years provision

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Inspection date	19/04/2010
Inspector	Lynne Elizabeth Lewington
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.

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Description of the childminding

The childminder has been registered since 2007. She lives with her husband who is registered as her assistant and one child in the Oakridge area of Basingstoke. The whole house is used for childminding and there is a secure garden for outdoor play. There is level access to the premises and toilet facilities on the ground floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under the age of eight years and currently cares for seven children in the early years age group. Children mainly attend on a part time basis for variable days and hours. She is registered to care for up to eight children when working with an assistant. The childminder is also registered to provide overnight care for up to two children.

The childminder can take and collect children from school and attends local children's activities. The family have a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this warm caring environment where they undertake a broad range of age appropriate activities both in the home and in the local community. Good relationships develop with parents through relaxed daily face to face communication enabling the parents and childminder to share information informally. The childminder has made improvements since her last inspection and also undertaken additional training indicating that her service will continue to develop and improve for the benefit of the young children in her care.

What steps need to be taken to improve provision further?

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

- improve the safeguarding policy to include the action to be taken if allegations are made against the childminder or a member of the household
- continue to develop awareness of the areas of learning and the records of each child's progress
- continue to develop opportunities and resources to help children who speak English as an additional language.

The effectiveness of leadership and management of the early years provision

The childminder and her assistant have good safeguarding knowledge. They are aware of signs and symptoms and the action they are required to take to safeguard children. A simple but clear policy informs parents of their role in

safeguarding. Whilst the childminder has a clear awareness of the action she would take if allegations were made against her or a member of her household, currently, this is not included in her policy.

Sensible measures are taken throughout the premises to promote the children's safety. For example, smoke detectors are checked regularly, safety gates are in place and the dog is never left alone with children even though it is very friendly. An evacuation plan is in place ensuring the premises can be quickly evacuated if necessary.

Positive partnerships develop with parents and others through good communication. Parents have access to a full range of policies about the service offered and they have opportunities every day to discuss their children with the childminder. All parents are made welcome as they bring their children into the setting and settle them. The children settle quickly as they know where their toys are and relate well to both the childminder and husband assistant.

Information gathered from parents ensures the children's dietary, medical and cultural needs are understood and met well. Care is taken to learn some words in a child's native language when English is an additional language. However, currently there are no books/resources to reflect the child's native language. Outings in the local community and activities relating to traditional and cultural events help children to learn about our diverse society.

The premises are clean and well maintained providing an attractive environment for the children's play. Good use is made of the available space ensuring the children play in an attractive, naturally light play area where they can access their toys independently. Low level tables and clear floor space enable the children to play independently and safely. Children staying overnight have the use of an attractive children's bedroom decorated brightly with children's characters. Toys and equipment are good quality and age appropriate.

The childminder has undertaken a detailed independent self-evaluation of her service and has identified areas she would like to develop and improve. This includes improving the method of recording the children's progress. The childminder is proactive. She has undertaken additional training in safeguarding and a recognised childcare qualification, increasing her knowledge, skills and abilities to continue to develop her service to meet the needs of children in her care.

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

Children feel safe in this environment because the adults form warm caring relationships with them. Consistent expectations and role modelling help the children to learn safe behaviours. Children learn about safe behaviours through gentle reminders and sensible routines. For example, they learn about road safety on outings and they learn to wear their seat belts. They learn not to throw their toys and to pick up items to prevent tripping.

Children enjoy a good varied diet where they are encouraged to eat a broad variety of foods including fruit and vegetables every day. For snacks they have fruit, biscuits and drinks of water which are easily accessible all day. They learn about the food they eat as they grow beans and future plans include growing vegetables and fruit to eat. Children enjoy opportunities for fresh air and activity everyday in the garden or on outings to local children's parks. This helps to increase their sense of well-being and physical abilities. The children are developing their awareness of the need to wash their hands before food and after toileting through gentle reminders and encouragement.

Children behave well. The childminder and her husband assistant set a good example to the children; they use good manners to each other, the children and visitors. Consistent house rules help the children understand what is and is not acceptable behaviour. They are learning to share and take turns as they play. Outings in the local community help them to accept that people are different and may do things differently.

Children undertake a broad range of age appropriate activities both in the home and in the local community enabling them to enjoy and achieve and develop the skills to make a positive contribution to society in the future. The youngest children safely play on the floor where they can reach for toys and pull themselves to standing safely. The childminder and her assistant talk and listen to the children attentively. They make activities and routines fun. For example, a young child who is potty training sings and dances the 'potty' song with the childminder whilst using the potty. This simple routine increases the child's confidence and self-esteem as the childminder shares in her celebration.

Children develop their social skills when they meet other children and adults at visits to toddler groups, the park and children's soft play areas. They are learning to take care of the toys and equipment and manage their own personal needs. Small world play helps them to sort, match and develop an awareness of position and shape as they move the small characters. They count with the adults on many occasions in their routine activities. Language development is encouraged through singing songs, listening to stories and interactions with the childminder whilst they play. The childminder listens and comments on their play attentively. Crayons and mark making materials are easily available. Children have opportunities to create their own pictures, and models and to participate in cooking activities developing their creative skills. They use sand and water in the garden and grow items. They learn how to behave respectfully around the pets and the importance of feeding and caring for them properly increasing their knowledge and understanding of the living world.

The childminder observes the children well and makes notes of their progress then uses this knowledge to plan future activities to encourage the children's development. Currently she is experimenting with different methods of recording this information to find the most effective. Whilst the childminder demonstrates a good awareness of the activities which promote children's development she is still developing her confidence in identifying which areas of learning activities encourage.

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

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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