

Inspection report for early years provision

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Inspection date	24/02/2010
Inspector	Amanda Shedden
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 has been registered since 1993. She lives with her adult child in a house in Hatch Warren, Basingstoke. The childminder is registered to care for a maximum of six children under eight years. Of these, only three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group on a part-time basis.

The childminder is a member of the National Childminding Association and she attends the local parent/toddler group.

The children use the ground floor of the property for play and two bedrooms upstairs for rest. An enclosed garden is available for outdoor play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the childminder's. All children are fully included and their needs met as the childminder knows the children very well. Records kept on the children show that they are making good progress towards the early learning goals. The childminder assesses her practice and makes changes that are necessary to enhance the provision for the children.

What steps need to be taken to improve provision further?

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

- continue to develop methods of working in partnership with other settings to support children's development and progress
- extend the current format of planning to use the identified next steps of children's learning

The effectiveness of leadership and management of the early years provision

The childminder has effective strategies in place to safeguard children. All adults in the home have been suitably vetted and the childminder fully supervises the children in her home and when using facilities in the community. Risk assessments are in place and used to ensure that areas the children use are safe. The childminder has a good understanding of child protection and the procedures to follow if she had concerns about a child in her care. She has a relevant first aid certificate, ensuring that if a child were to have an accident she would be able to treat them immediately and appropriately. All necessary permissions are in place and the policies and procedures are shared with the parents.

The resources are of good quality and are suitable for the ages being cared for. The childminder rotates them regularly to ensure the children are offered a range over a period of time. The resources out in the lounge are displayed to allow children to self-select. The childminder is flexible and changes some of the resources during the morning to keep the children interested and stimulated.

The childminder has undertaken a self-evaluation of her practise and has identified which courses she wishes to attend to develop her practise further.

All children have equal access to the resources and the time of the childminder who is fully aware of, and acknowledges these differences to ensure that each individual child is being cared for appropriately. Children become aware of other cultures and the wider world through resources and in participating in a range of activities inside and outside the home.

Partnership with parents is strong. Each child has a daily diary ensuring that parents are fully aware of the experiences their child is having each day. Time is also taken each day for discussion to ensure that children are receiving continuity of care. Parents value the care their children receive and have access to their children's records; they enjoy looking at the photographs of their children at play. Partnership with some of other providers of the Early years Foundation Stage have not been fully developed to ensure that there is continuity of support for all children's development and progress.

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

The children are content and enjoy the time they spend at the childminder's. She keeps observations on the children and tracks their achievements, their next steps are identified, however these steps are not included in any planning to consistently extend their learning. The childminder does however offer the children a range of activities to participate in and her knowledge of them as individuals enables her to support their learning through good quality interaction.

Children are offered a good balance of adult and child-led experiences. They attend groups where they can further develop their social skills and participate in a range of different activities. Whilst in the home they self-select resources that interest them from keyboards to animals, cars and other electronic toys. They respond positively to planned activities such as magic painting, knowing the routine of putting on aprons and being strapped into the high chairs before they can begin. They enjoy using their imaginations as they make drinks and cook food on the play kitchen offering their creations to the childminder confident that they will get a positive reaction.

Children feel safe within the home; they are comfortable in choosing what they want to play with. They practise the evacuation procedure and are very aware of the smoke alarms and what they represent. They know they have to be strapped into the car seats before travelling and when using the high chairs they put their

arms up to have the straps put on.

Their behaviour is good. Children respond well to praise building on their self-esteem. There are different strategies in place according to the child's understanding. They are beginning to adopt healthy lifestyles. The older children wash their hands at appropriate times, younger children use wipes. They access fresh air most days and enjoy a range of activities at the childminders and in the community to further develop their physical skills. Parents provide their food which is stored appropriately; children enjoy a range of fruits for snack from their lunch boxes and they have access to drinks during their time at the childminders.

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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