

Inspection report for early years provision

Unique reference number	111308
Inspection date	28/01/2010
Inspector	Marilyn Joy

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 registered in 1999. She lives with husband and two children, both of whom are over eight years, in a residential area on the outskirts of Andover. Downstairs is used for childminding and includes a dedicated playroom and toilet facilities. There is a secure garden for outdoor play. The family have two cats.

The childminder is registered for a maximum of six children under eight years and, of these, three may be in the early years age group. She is currently caring for six children in the early years age group and, of these, two attend school full-time. She also cares for two more school-age children and, of these, one is over eight years. Children attend full and part time. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an extremely well-organised, efficient and challenging environment where emphasis is given to providing high quality care for children. There are many outstanding features which ensures children's welfare is promoted and they make excellent progress in their learning and development. The childminder places a high priority on evaluating her provision and is continually seeking ways in which she can improve. As a result, children flourish because they are well-supported and feel safe, secure and happy.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment clearly stating when it was carried out, date of review and any action taken following a review or incident (Documentation). 04/02/2010

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

- continue to develop the accessibility of resources so that children have a greater choice in selecting what they want to play with and extend the range of resources reflecting positive images of diversity.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder has a secure understanding of child protection procedures and knows what to do if she has any concerns about a child in her care. She has excellent arrangements for helping

children to understand about keeping themselves safe. For example, she involved children in reviewing the evacuation procedures to make sure they work in practice and also so they know what to do in the event of a fire. Effective safety measures are in place in most areas of the home. The premises are secure so that children cannot leave them unaccompanied and safety gates are used with the youngest children to prevent them entering the kitchen and climbing the stairs. Some safety measures in the kitchen are not very robust, for example, the fixings to prevent children accessing the cupboard under the sink are not very secure. However, the childminder has very clear boundaries so that children know they do not enter the kitchen and she is extremely vigilant in her supervision which ensures their safety.

The childminder is extremely well-organised. Comprehensive policies and procedures underpin daily practices and contribute towards promoting excellent outcomes for children. Children's records are detailed and contain all the required information regarding their health, care and well-being. The childminder has a good understanding of safety and documents the steps she takes to keep children safe on outings. She clearly describes her risk assessment of the premises, however, she has not maintained a record of this, which is a breach of the regulations. The childminder accurately assesses most areas of her practice and successfully implements actions to secure continued improvement. The recommendation raised at the last inspection has been fully addressed and more recently changes have been made to systems for planning children's progression and, as a result, partnerships with parents are improved. The childminder has extremely high expectations and clear plans to successfully sustain and further enhance the quality care she offers.

The childminder has a good range of resources which she extends by using the library and toy library. Many are stored at low level and are accessible in the playroom. Children make choices about what they want to play, although when they are not visible it means children are not fully aware of the choices available. Activities are used to raise children's awareness of different celebrations that families enjoy and some resources are borrowed to reflect diversity within the wider society.

Excellent partnerships are developed with parents which provide a solid foundation from which children can grow in confidence. Parents are extremely well informed about their child and the provision through a combination of written information and daily discussions. Quarterly reports involve parents in children's learning and provide opportunities for them to contribute what they know. The childminder gathers the views of parents and children to help her enhance the care she provides. Feedback from parents is extremely positive and complimentary. Effective channels of communication are established with other settings children attend. The childminder liaises with children's individual key person or teacher so that they can provide continuity in the care and learning children receive. Children's individual needs are well catered for in the nurturing environment offered.

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

Children thrive in the happy and welcoming home environment. They benefit from the childminder's involvement in their play and, as a result, make excellent progress in their learning and development. The childminder has a secure knowledge and understanding of the early learning goals and ensures children are offered rich and varied experiences that they enjoy. For example, children visit the park and the soft play centre to develop their physical skills. They choose books from the library and join in with activities there. Weekly visits to the local childminder group extends the range of activities offered and also provides an opportunity to socialise with others. A visit to the science centre introduces exciting opportunities to investigate and explore how things work. Some resources and activities promote children's awareness of diversity and culture in the wider world. There are frequent opportunities to learn about the community and the environment. Children are enthralled with a visit from the fireman, find out about the animals at the farm and grow their own vegetables.

The childminder has an excellent knowledge of each child in her care. She carefully assesses their achievements and plans their next steps in each area of learning. Activities are tailored to suit children's individual abilities and follow their interests. Many resources are stored in the playroom and children confidently explain what is in the cupboard and know they can ask if they cannot get it out themselves. However, this is more difficult for younger children or those who cannot ask as most resources are not visible for them to point at or are set out for them to freely explore. The childminder works closely with parents so that she can follow up children's experiences and value their home language in the activities she offers. Children bring in books from home and they all enjoy learning some key words and simple counting in French. Relaxed conversations seamlessly extend children's knowledge and understanding. When children are engrossed in drawing the childminder gives them space to express themselves freely but also helps them to talk about their work. She easily extends their language, introduces mathematical concepts and encourages them to consider if they have included everything they want to. Children are proud to share their work, pointing to the slide and roundabout they have drawn at the park and the chicken with its two feet.

Children demonstrate a strong sense of belonging in the confident manner in which they play and interact with the childminder. They benefit from the excellent relationships that develop and frequent praise and encouragement they receive. Clear and consistent boundaries help them to understand what is expected and behave well. Children show high levels of consideration for others, consistently use please and thank you, and learn to share well. Children's health and well-being is exceptionally well supported through effective health and hygiene practices and daily routines. They are developing an excellent understanding of how to keep themselves safe. They confidently explain what they have to do if the fire alarm goes off, that they have to sit in the booster seat when travelling in the car and hold onto the buggy if they are going for a walk. Safety and thinking of others are naturally considered in all interactions and activities with children. When pre-school children sit on the floor with the childminder for a story she reminds them that

they must be careful not to knock the baby because she has only just learnt to sit on her own and we must remember to include her because she wants to be able to hear the story as well. Effective settling-in routines are agreed with parents which help babies to feel secure in a new environment. Lots of cuddles and eye contact shows them they are valued and included.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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