

Inspection report for early years provision

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Inspection date	11/02/2010
Inspector	Melissa Cox
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 2001. She lives in a house in Pamber Heath, near the village of Tadley in Hampshire, with her two children, one school aged and one pre school. The whole of the ground floor and two upstairs bedrooms are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years; of these, two can be in the early years age group. Currently, the childminder is minding one child full time and three children on a part-time basis, of whom two are in the early years age group. She is also registered for overnight care for two children aged under eight years. The family have one pet cat and two guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made to feel extremely welcome by a highly dedicated childminder; consequently, children are extremely motivated learners and make good progress within the Early Years Foundation Stage (EYFS). The childminder is highly efficient in her approach to ensure children's safety and welfare receive the utmost priority. The childminder implements an exciting range of activities and opportunities that help children to make rapid progress in all areas of learning. The childminder is pro-active in making improvements through continuous self-evaluation and this contributes to her service being current and appropriate for the children and families that use it.

What steps need to be taken to improve provision further?

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

- continue to use the self-evaluation process to further improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder understands her role and responsibilities to protect children and ensures they remain well supervised at all times. She demonstrates a sound knowledge of protecting children and understands the importance of recording any concerns and sharing these with the appropriate authorities. Effective strategies, such as safety checks and risk assessments, are used well to ensure children are kept safe at all times and good quality written policies and record keeping help parents to understand the

childminder's role and responsibilities. The childminder ensures children are familiar with routine procedures to promote their safety effectively; she discusses the evacuation procedure with them and helps them to practise the fire drill regularly.

The childminder uses her resources effectively by adapting them to suit the ages and stages of the children, and rotating toys regularly to keep children interested and stimulated. They are exceptionally well presented to the children and she takes time to set out activities in a pleasing and inviting way. They are suitable for purpose, meet the needs of children of all ages, and are in very good condition and regularly checked for damage and wear. There is a wide range of resources that are stored at child height, clearly labelled and offer the children free access. The effectiveness with which the setting promotes equality and diversity reflects in the way the childminder helps children to feel they belong. For example, she treats children as individuals with equal concern; she welcomes them warmly, is interested in what they have to say and listens to them.

The childminder is motivated and enthusiastic and has recognised areas for further improvements and has taken positive action to address these. Her strong commitment to ongoing self-evaluation, training and listening to parental feedback ensures she is constantly improving the outcomes for children. The childminder is taking positive steps towards further improvement through ongoing development of the system of self-evaluation. The childminder builds good relationships with parents as she is open and approachable, encouraging an important two-way flow of information. She offers parents daily feedback about their children's care and learning achievements. The childminder understands the need to work collaboratively with other settings children attend in order to fully support their learning and developmental needs.

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

Children enjoy their learning and demonstrate their growing confidence as they interact with the childminder and each other, guiding their daily play and learning environment with their own choices. Children make visible progress in their overall development. The childminder makes regular structured observations and identifies children's progress, linking her findings to the areas of learning. She is making plans for children's next steps as she monitors and assesses children's progress effectively to aid their learning and development towards the early learning goals. Flexible and informal planning systems meet children's changing developmental needs and ensure they have a variety of activities, indoors and outside.

Children are encouraged to share, take turns, be kind to each other and follow the house rules. There is a good selection of equipment to encourage climbing, balancing, jumping, riding around and ball throwing. The childminder promotes children's creativity through an extensive range of well planned activities. Children are beginning to learn about the wider world and other cultures through stories, discussions and walks around the local environment. Communication and language is fostered positively through access to books, language games, role play, and they

talk and socialise with each other. There are displays of books and children's work, with suitable language to describe things, name tags with pictures, and children are beginning to recognise familiar letters and their names. There is a supply of varying construction to encourage problem solving. They access jigsaws, games, work out how to use junk for models, and have access to a computer, electronic games, calculators and rulers. They look at different textures and sizes, are able to count, recognise colour, some number, shape and familiar letters.

Children are helped to feel safe because they have achievable boundaries and take part in discussions about dangers. The children help to tidy up toys and learn not to leave things lying on the floor to prevent accidents. The childminder encourages the children to adopt a healthy lifestyle through supporting the five-a-day healthy eating programme, taking regular exercise and fresh air. She pays regard to parents' wishes and keeps a record of children's dietary and religious requirements. There are daily routines for promoting children's personal hygiene skills and the childminder sets good examples for them to follow. They are able to make friends and respect each other, and respond to the expectations of others. Children are able to make choices and decisions about what they do and where they go. They are beginning to understand the wider world. For example, they play with resources that reflect diversity such as role play, dressing-up and take part in celebrations. They show that they are good communicators, enjoy stories and are able to express their feelings and talk about their families and home.

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	1
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	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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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