

Inspection report for early years provision

Unique reference number	EY319573
Inspection date	16/09/2009
Inspector	Clare Moore
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.

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Description of the childminding

The childminder was registered in 2006 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, one of whom is school age and the other is just under five. The family live in the village of Selborne in Hampshire. The rooms used for childminding purposes are: the conservatory and sitting room on the ground floor, the toilet on the first floor and sometimes an upstairs bedroom for sleeping. There is a fully enclosed garden for outside play. There are currently five children on roll, attending on a flexible basis, who are currently in the early years age range. The childminder drives to local schools to take and collect children. She regularly attends children's groups. She holds a level three qualification in Early Education and Childcare 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 continues to develop her practice and plan for future development. Her home is welcoming and her calm and positive demeanour helps children to feel reassured and settled. Children are enthusiastically engaged in their activities. The childminder's care and attention helps them to make good progress towards the early learning goals across all the areas of learning.

What steps need to be taken to improve provision further?

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

- further develop the systems for assessing risks to include the trampoline and hazards on outings to ensure that all reasonable steps are taken to minimise risks to children
- develop systems of self-evaluation to identify the setting's strengths and priorities for development to continue to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is experienced and knowledgeable. Children are safeguarded because the childminder knows who to contact for advice. She also has a clear policy which she shares with parents. She has good accident and emergency procedures and carries out regular recorded risk assessments in most areas. Parents sign permission slips. There is a comprehensive folder of policies in place which is shared with parents. However, the risk assessment does not yet specifically include checking the safety of the trampoline and there is no procedure to share with parents to show how it is managed.

The childminder works hard to improve her provision through attending training, working towards a quality award and making sure the children are happy. Although she has not completed a written evaluation she knows what she does well and has clear ideas of what she would like to do to bring about further improvement. Space is used very effectively and the childminder makes sure there is a broad and varied selection of toys and resources that are easily accessible to the children. Posters and displays that help with letters and numbers can easily be rotated. She has some particularly imaginative ideas; such as using a home-made book with pictures of resources, that are not so easy to reach, so children can readily make selections. She also carries laminated cards with children's photographs and emergency information.

The childminder has a trusting and valued partnership with parents and makes sure they are well informed about the care of their children through daily diaries, photographs sent on mobile phones, the notice board and exchanges of information at drop-off and collection times. Partnerships with schools and pre-schools are established. As the school year gets underway she plans to use this more effectively to further develop continuity in children's care and education. She makes sure all children are included and helps to raise awareness and a positive attitude to difference and diversity through using books and resources.

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

Children enjoy attending, show a sense of belonging and are confident and secure. They are enthusiastic and well motivated learners, making choices and using their own ideas to initiate activities. For example, they look at photographs that help them to recall outings and activities. This leads them to act out a role play of pretending to be firemen, to call the fire engine and put the fire out. The childminder skilfully extends the children's imagination further. She introduces working with emergency telephone numbers and using sticky tape to fix cardboard hoses to cars. Children make good progress in their learning as the childminder knows them well and uses observations and assessments to plan and help them move on to the next steps. Each individual child has their own 'Learning Journey' which documents their activities, achievements and progress. Children feel safe as they are protected from harm and helped to find out about how to keep themselves safe on outings and in the home. For example, taking part in fire practice and using the steps in the garden to move between areas that are on different levels.

They are helped to find out about and adopt healthy lifestyles; through following government advice on healthy eating and using games and activities to help them find out more about food and what is good for them. The childminder provides them with home cooked food and involves them in food preparation. For example, they make pizza in caterpillar shapes: seeing how yeast works to make the dough rise, express their own ideas through decorating the pizza with a choice of toppings and come to observe and understand change as a result of cooking the pizzas in the oven.

They benefit from vigorous outdoor physical activities most days while at home, the park or on outings. This gives them opportunities to kick, catch and throw balls, climb, balance and learn to pedal and steer wheeled toys and tricycles. They find out about nature, animals and the world around them on farm visits and through growing and harvesting fruits and vegetables. They work and play well together and form good relationships with each other which help them to develop skills for the future.

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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