

Inspection report for early years provision

Unique reference number	113325
Inspection date	10/03/2010
Inspector	Lynn Reeves
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 who is a qualified practitioner registered in 1992. She lives with her husband in the village of Clanfield near Petersfield. The property is within close proximity to schools, shops and parks. Children have access to all rooms on the ground floor, including toilet and rest facilities. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years old at any one time and is currently caring for four children in the early years age group. The childminder also cares for children aged over eight years.

The childminder walks to local schools and pre-schools to take and collect children. The family have a dog. The childminder is a member of the National Childminding Association and is an accredited network childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for as the childminder has a very good understanding of each child as an individual. The childminder organises her home and environment well. She provides an inclusive setting for all children who are provided with a range of experiences. The childminder has begun to evaluate her provision and has identified areas she would like to develop, which shows she has the scope to maintain improvements. Most of the childminder's policies and procedures are implemented effectively and reviewed on a regular basis.

What steps need to be taken to improve provision further?

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

- continue to develop the methods of recording and assessing children's achievements, sharing this information with parents and agreeing ways of working together to extend children's learning
- maintain the accident records with children's full names
- ensure the policies and procedures in place are kept updated with relevant information

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of the child protection procedures. She has attended child protection training and is aware of her role in protecting the children in her care from the risk of harm. Policies and procedures

are in place and are agreed with parents to ensure children's safety. Through discussion she is able to identify the possible signs and symptoms of abuse. Adults in the home are suitably vetted and the childminder ensures children are well supervised at all times. Daily visual checks and clearly written risk assessments are undertaken to enhance children's safety while in the home, garden and on all outings.

The childminder has introduced a good range of policies and procedures, although some need details updating. She shares information with parents at the outset to ensure they are fully informed of the service she offers. The childminder demonstrates a good understanding of the Early Years Foundation Stage and has systems in place to observe and monitor children's progress. Parents received regular information about their child's development through daily conversation and via the daily diaries. However, there are no formal systems in place to encourage home learning. Partnerships are being established with other Early Years Foundation Stage users to ensure children's learning and development is being supported. The childminder is active in updating her childcare knowledge through additional training. She has identified weaknesses in her own provision that she wishes to improve on and has started to evaluate her own practice. The childminder enjoys her role and is keen to build on her current practice, welcoming the inspection process for feedback and recommendations for improvement. A good range of documentation is in place and stored securely to maintain confidentiality, however, children's full names are not being recorded in the accident records.

The childminder is fully supportive, spending her time constructively involved in play and engaging in conversation with the children. She provides a wide range of activities and resources to support children's learning. The home environment is organised well, where the children have the opportunity to move freely and make their own choices of play from the good selection of toys and equipment. The children also have access to the fully enclosed garden at the rear of the property, which is used regularly as part of the children's learning environment.

Resources are clean, well maintained and promote equality and diversity. All children are treated with equal respect and their individuality is respected. The childminder recognises that children are varied individuals and have different needs in accordance with their stage of development and personal circumstances. She collates relevant information from parents using child record information forms and through discussion to ensure needs and routines are met. The childminder communicates with parents verbally each day, informing them about what their children have been doing and how they have been. Parents have access to their children's records and have given the childminder some positive feedback and references stating how pleased they are with the care she provides.

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

The childminder is attentive and responds well to the children's needs. Children are confident and relaxed in the childminder's care. Children's language is developing

well as they constantly chat about things that have happened during the day and what they have seen, for example, the red rescue helicopter flying in the sky and the red triangles on the road traffic signs. They learn skills for the future and benefit from socialising with other children at a range of toddler groups and from visiting other childminding settings. This enables them to make good progress in their personal and social development as they learn to share and take turns. Children are developing good self-care skills as they are encouraged to put on their own coats and shoes, select activities for themselves and take themselves to the toilet. The childminder is fully aware that children learn at different stages and that some have very short attention spans, she continually changes the activities to keep them stimulated.

Children are developing very good mathematical concept through role play, sorting the puzzles shapes into sizes and playing with match and sort card games. They enjoy weighing the fruit and vegetables at the local supermarket and comparing the shapes and sizes of the plastic animals. Children thoroughly enjoy looking at books with the childminder and taking part in action rhymes where they squeal with delight, clap their hands and act out the actions to "Wheels on the Bus". They extend their knowledge of the wider community through regular outings to places of interest. For example, visiting Staunton Country Park, indoor soft play areas, local shops and the library, which help to foster an awareness of diversity amongst the children. The childminder plans activities and outings accordingly to each child's abilities and adapts them where necessary to ensure all children can be involved. Children use their imagination and creative skills well as they decorate their Mother's Day Cards. They have opportunity to mark make and enjoy playing with various media such as sand, water, paints, play-dough and glue. Children develop healthy lifestyles with gentle exercise when walking to school or visits to the park. They also enjoy times to play in the garden on the sit on toys and bend, stretch and march to their favourite songs.

The childminder spends time observing the children at play; she keeps written and photographic evidence of their progress to share with their parents. She records the information to identify the children's next steps and then plans activities and experiences to ensure children make progress towards the early learning goals. Children adopt good hygiene practices, such as learning to wash hands before eating and after toileting, and use tissues appropriately to prevent the spread of germs. Children benefit from healthy snacks and meals provided by the childminder. Children learn about how to keep themselves safe through discussions and routines. For example, children are reminded not to climb on the furniture or run inside the house in case they fall and hurt themselves. The childminder talks to them about potential hazards in the home, garden and when on outings. Fire drills are practised regularly and the childminder practises road safety with the children when out and about. This equips children with the understanding about the dangers on the roads and provides them with the tools to manage their own safety independently.

The childminder uses positive techniques to manage behaviour, including lots of praise and encouragement as children play. As a result, children have a willingness to participate, learn and develop habits to be a positive member of society.

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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