

Inspection report for early years provision

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Inspection date	04/05/2010
Inspector	Penny Wood
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 was registered in 2009. He lives with his partner and two children, aged three and seven years old, in a three-storey house in Andover. The first and second floor are registered for childminding with the second floor providing the play area. There is an enclosed garden for outdoor play. The childminder is able to walk to local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years, of whom two may be in the early years age group. He currently has three children on roll aged between one and three years old. 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.

Children are clearly happy and settled within the childminder's care. They benefit from high levels of supervision and the childminder has developed a good rapport with them in the short time he has been minding. Good strategies are in place to promote the inclusion of all children and children's individual needs are met well. Children experience a wide range of activities and as a result, they are making good progress within their learning and development. Strong partnerships with parents enable the childminder to adjust his provision according to the individual child and in-line with parents' wishes. The childminder has taken positive steps to implement all aspects of the Early Years Foundation Stage since being registered.

What steps need to be taken to improve provision further?

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

- consider providing a wider range of resources that appeal to both boys and girls
- continue to develop working partnerships with other providers in order to support children with their learning and development.

The effectiveness of leadership and management of the early years provision

Children benefit from the good strategies in place to promote their safety and well-being. The childminder has a thorough understanding of his child protection policy and procedures, which safeguard children. High levels of supervision promote children's safety. Good systems for risk assessing the home and reducing hazards are in place, enabling children to play free from harm. The practising of emergency evacuation procedures ensures the childminder's policies are effective and enables children to gain an awareness of the action to follow. When away from the home

the childminder risk assesses for potential hazards and takes effective action to minimise risk.

Good systems are in place to promote children's good health. The childminder has a current first aid certificate and has a good understanding of how to complete health documentation, in-line with legal requirements. An effective sickness policy reduces the spread of illness within the home and good hygiene procedures minimise the spread of germs.

The childminder has developed good systems for sharing information with parents on a daily basis. He recognises the value in forging solid relationships, which has a positive impact on children's experiences, their learning and development. Time made available to discuss children's day ensures parents have a good insight into what their children are doing and how they are making progress. Parents comment highly on the childminder's provision, particularly about how he is calm, reassuring and provides a welcoming environment. They also value the ongoing text messages and photographs of their children that they receive when at work. The childminder has begun to develop working partnerships with other settings that children attend in order to support children within their learning and development, although this is in the early stages of implementation.

The childminder skilfully threads inclusion throughout his provision, with all children valued as individuals with differing needs and abilities. The childminder has a sound understanding of how to support children with special educational needs and/or disabilities and children for whom English is an additional language. The childminder deploys his resources well in order to meet the needs of the children. Space is used effectively, allowing children room to play freely in the living room, with messy activities taking place in the kitchen. Children are able to access a good range of toys, although there are a higher proportion of toys that appeal more to boys than there are for girls. Overall, the childminder has adopted good systems since registration to evaluate his provision, with effective steps taken to promote a high quality service.

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

Children are happy and confident within the childminder's care. They enjoy a good range of activities and play opportunities, which promote their development across all areas of learning. The childminder has a good understanding of where children are within their stage of development and is aware of children's achievements. He uses observations on children effectively to plan for their next steps to ensure they are continually making progress within their learning and development. Good strategies are in place to involve parents and to keep them informed of new achievements as they occur.

Consistent discussions with children promote their acquisition of language. Children clearly enjoy the attention they receive and readily engage in discussions and answer questions that are posed to extend their learning. For example, when sitting together to read books, children enthusiastically identify familiar numbers

and colours.

The childminder ensures children experience a good balance of play and structured activities. Children experience good opportunities to make choices and to initiate their own play. They are able to access the toys from storage boxes within the living room with ease. Children clearly feel at ease within their surroundings. They enjoy the childminder's attention and often give him a big cuddle.

Children behave well because they are engaged in an enjoyable range of activities. Age-appropriate strategies are in place to overcome issues as they arise, with children encouraged to say sorry when appropriate. Children are encouraged to share and take turns. For example, when reading stories, each child enjoys choosing a book that is read in turn. High levels of praise and encouragement promote children's confidence and self-esteem. The childminder congratulates children profusely when they achieve. For example, when playing with Stickle Bricks, the childminder asks a child to find a blue square, which she does with confidence. The childminder ensures children's learning is fun. When naming their colours, he purposefully identifies an orange object as red, with children excitedly correcting him.

When on outings, children are developing a sense of danger, with good strategies in place to encourage children to be aware of hazards, such as oncoming cars when crossing the road. The childminder encourages children to develop an awareness of the world around them. Visits to toddler groups enable children to develop their social skills and to play with other children of similar ages. Visits to local play parks enable children to participate in healthy exercise and to experience a range of age-appropriate play equipment, which promote their physical development. Children follow good hygiene routines, such as cleaning their hands prior to eating and they enjoy a healthy range of snacks, which promote their good health.

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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