

Inspection report for early years provision

Unique reference number	EY396095
Inspection date	12/04/2010
Inspector	Jacqueline Munden

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 was registered in 2009. She lives with her husband and two year old child in Andover. All areas of the home are used for childminding with sleep and bathroom facilities available on the first floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time of which two may be in the early years age group. She is also registered to provide overnight care. She is currently caring for one child who is in the early years age group. The childminder is also registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and nurturing environment where their safety and welfare are generally promoted successfully. Strong relationships forged with parents enable the childminder to ensure children's individual needs are met effectively and they are all included. Children's learning is supported through methods appropriate to their ages and level of development; therefore they make good progress. The childminder reviews her practice and identifies areas for future development to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Suitable premises, environment & equipment) 26/04/2010

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

- improve fire safety by fitting the fire blanket in accordance with manufacturer's instructions.

The effectiveness of leadership and management of the early years provision

The good organisation of the childminder and the effective use of her policies and procedures ensure that children are safeguarded well. She has a clear understanding of how to respond should she have a concern regarding child protection and holds appropriate records and parental consents to promote children's health and welfare. She and members of her household are suitably vetted and risk assessments are conducted within the home, garden and for outings. In general, suitable steps are taken to minimise any identified hazards although the fire blanket is not fitted ready for use. The written record of the risk assessment does not include all the information as required by regulation.

The environment is clean, homely and welcoming. The childminder uses space well to ensure children can move around freely and take part in activities safely. A wide range of resources is available to meet the needs of those attending all of which are easily accessible enabling children to self-select. Many of which promote positive images of all people in society. Equality and diversity is promoted well as all children are included and can take part as play equipment suits their development level and interest. For example, one year old children join in creative activities using chunky, easy grip crayons and puzzles. The childminder is committed to providing an inclusive setting and has gone to great lengths to ensure those speaking English as an additional language are very well supported. For example, she has obtained dual language books and an electronic toy that say the names of colours in Portuguese as well as English.

The childminder forges strong links with parents. They share information regularly through discussion at delivery and collection times and by the use of a daily diary. The childminder is keen to learn about cultural differences enabling her to care for children according to the parents' wishes including those regarding diet. She uses translation internet sites and help from others to ensure language differences do not hinder them understanding each other. The childminder asks for parents opinions. For example, questionnaires on which parents report they are pleased at how quickly children settle with the childminder and the progress they make. The childminder plans to meet with other providers of the Early Years Foundation Stage that children may attend should the situation arise; understanding how this will support the continuity in children's learning and care.

In the short time she has been operating, the childminder has been active in improving her practice. She evaluates her setting and seeks the views of parents as part of this. She has increased her knowledge in using the Early Years Foundation Stage through attending workshops and has introduced an effective system to record observations and assessments of children's learning and development. She plans to broaden children's experiences by providing them with greater access to resources and activities in the garden such as growing plants. This demonstrates a good ability to continually improve outcomes for children.

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

Children are very happy and settled in the calm and nurturing environment the childminder provides. Children feel safe and secure due to their needs being catered for well and the good attention they receive. Although the childminder has only been caring for them for a short time she quickly gets to know them well and carefully meets their individual care routines. Children are relaxed and respond positively to her care and continual interaction which promotes their language development. They smile and repeat new words they are learning in English. They enjoy looking at the various books including some with different textures to feel and those that play music as the page is turned. They are starting to learn about shape as they post the shapes in to the shape sorter. Children have many opportunities to explore creatively. They make marks with crayons and paint and sprinkle glitter on to pictures. Photographs show children decorating biscuits with vermicelli enjoying the sound it makes when the tub is shaken. Children's interest in music is extended as they shake maracas and tambourines and bang drums. Children of one are given supervised access to the CD player, turning the volume up and down, enabling them to find out how to control electronic equipment. They tend cross growing as hair in egg shells heads which helps them start to learn about the natural world.

The childminder plans activities and outings to meet their individual needs and to aid all areas of their development, including skills for the future. For example, she encourages their independence by allowing them time to feed themselves at meal times, and by labelling toy boxes to help them make choices of what to play with. Those developing walking skills and controlling their bodies particularly enjoy the sit on bouncy horse happily practising getting on and off. Outside the home they benefit from a wide range of experiences including meeting with others at toddler groups and increase their confidence and develop physical skills at toddler gym classes. Children are starting to find out about keeping safe as they are encouraged to use equipment correctly and learning about crossing the roads safely when out walking. They learn about healthy lifestyles as they have many opportunities to play in the garden and enjoy physical play on equipment such as a trampoline and a slide. They enjoy healthy and nutritious drinks and snacks such as fresh fruit. Children are learning to manage their behaviour through the positive attitude of the childminder who has realistic expectations of the age and development levels of children.

The childminder has a good understanding of how children in the Early Years Foundation Stage age range learn and provides lots of opportunities to help them progress in all areas of learning. She gets down on floor level with young children to enable her to interact with them. They respond well to the eye contact she has with them, the gestures and the verbal communication she uses. They clap their hands as she praises them. Children make sounds and say words to respond to the childminder's interaction. The childminder speaks knowledgeably about the children and the stage of development they have reached, how she has helped them to make good progress since starting with her and what she intends to do to aid this further. She records observations of children's achievements, clearly linked

to the areas of learning and uses the Early Years Foundation Stage guidance to help her establish their level of development and to plan for future progress.

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	3
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