

Inspection report for early years provision

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Inspection date	18/05/2010
Inspector	Alison Large
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 1993. She lives with her husband and two older children in the Basingstoke area of Hampshire. All areas of the ground floor are used for childminding and there is a fully enclosed garden available for outside play. The ground floor is accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding two children in the early years age group all day and four older children before and after school. The childminder is able to walk to the local schools to take and collect children. The family have no pets. The childminder attends various groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm, friendly home, where their safety and welfare are promoted successfully and they are all valued and included. They enjoy their time with the childminder and she has a good understanding of child development, providing a caring environment for children where they can be happy and secure. Good relationships with parents enable the childminder to ensure children's individual needs are met effectively. Their learning is supported through methods appropriate to their ages and level of development; therefore, children make good progress. The childminder has started to review her practice to identify areas for future development to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems of observation, assessment and planning to fully support children's learning and development
- take effective steps to establish each child's starting point when they first enter the setting and develop the system to identify and record the next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

The good organisation of the childminder ensures that children are safeguarded well. She has an understanding of the procedure she should follow should she have a concern regarding child protection and is committed to taking any necessary action to protect children from harm. All appropriate records and parental consents to promote children's health and welfare are in place. A range of

written policies and procedures underpin her good practice. Risk assessments are conducted within the home, garden and for outings with suitable steps taken to minimise any identified hazards. For example, she carries cards with each minded child's name and emergency contact details on when out for walks or on outings.

The environment is homely and welcoming. The childminder uses space well to ensure children can move around freely and take part in a full range of activities. Children select from a range of resources, some of which are accessible, to meet the needs of all those attending. Equality and diversity is promoted well as all children are included and can take part as play equipment suits their development level and interest. The childminder is committed to providing an inclusive setting. Some books and resources promote positive images of gender and people from different cultures and also those with disabilities.

The childminder has a good partnership with the parents. She has introduced a system to record observations and assessments of children's learning and development which she shares with parents. However, this is in need of developing further to ensure children's starting points are recorded, and the next steps in their learning clearly identified. The childminder and parents share information regularly through discussion at delivery and collection times and by the use of a daily diary for the younger children. Parents comments are all positive and report they are extremely happy with the care their children receive. They appreciate the written information they are given in the diary that includes meal and sleep times as well as how children are progressing and developing skills. She has started to use self-evaluation systems, obtaining the views of parents to help her identify any areas for development to enable her to 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 environment the childminder provides. Children arrive happily, they are relaxed and respond positively to the care and interaction. The childminder sits with them, engaging them with chatter and stimulating activities and resources. They respond well, developing language and physical skills. The childminder plans activities inside and outside the home to ensure children benefit from a wide range of experiences, including meeting with other childminders and having access to physical exercise such as visiting the park. Some children only spend short times with the childminder after school. They are also offered a wide range of activities which help them make progress.

The childminder has started to make observations and assessments of the children's progress to ensure they are moving on in their learning and development, and the childminder has correctly identified this as something she needs to develop further to ensure the six areas of learning are being covered. Some photographs are used to show children enjoying the activities they take part in. Children learn to keep safe as they discuss what to do in an emergency evacuation, and they learn road safety when out walking. Behaviour is good and children are learning to share and take turns. Children can make choices of what to play with from the wide range of resources that covers the different areas of their

learning. Children's safety is promoted effectively as systems are in place to ensure the home remains secure when childminding is taking place. Children learn about keeping healthy as they talk about washing their hands before eating and after using the toilet. They access the outdoors regularly for fresh air and exercise.

The childminder has a good understanding of how children in the Early Years Foundation Stage learn and provides lots of opportunities to help them progress in their learning. The childminder speaks knowledgeably about the children and the stages of development they have reached, how she has helped them to make good progress since starting with her. Children enjoy their time with the childminder, they take part in some planned activities and also have opportunities to initiate their own play. The childminder gains a good knowledge of each child, and those who require additional support are well catered for. Parents are consulted about their children's needs and interests and have completed questionnaires about the quality of the setting, and to comment on any improvements they would like to see made. Children respond excitedly when the childminder praises their achievements and they develop a warm and secure relationship with her.

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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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