

Inspection report for early years provision

Unique reference number	EY234378
Inspection date	28/06/2010
Inspector	Catherine Louise Sample
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 registered in 2002. She lives her teenage son in Four Marks, approximately seven miles from Alton in Hampshire. There are shops and local amenities within walking distance. The whole of the property is available for childminding purposes and there is a secure garden for outside play. The family have two cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register. She is registered to care for a total of six children, of whom three may be in the early years age group. There are currently 11 children on roll, of whom four are in the early years age group.

The childminder has a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and well-supported in this welcoming setting. The childminder works in successful partnership with parents and other providers to ensure that children's unique needs are fully recognised and met. She takes positive steps to ensure that all children are included in activities and not disadvantaged in any way. She has begun to monitor and evaluate the quality of the care and learning she provides and displays a strong commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further mathematical understanding through all children's early experiences including stories, songs, games and imaginative play
- develop further systems for monitoring and evaluating practice to identify strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children benefit from the excellent partnership between the childminder and their parents.

The highly effective professional and social relationship ensures a two-way flow of information. Frequent discussions take place and children's learning journeys and photograph albums of them taking part in activities are shared. This ensures parents are fully involved in their children's learning. The childminder works closely with parents to ensure a shared approach in identifying children's next steps and meeting their individual needs. The childminder also works closely with other

providers, to ensure information about children's progress and planned next steps are shared. The childminder knows each child's background and needs well, allowing her to take effective steps to close any identified achievement gaps. Children are learning about the wider society. They play with resources that promote diversity, such as small world figures with different skin colours and disabilities and enjoy books showing positive images, such as female doctors. They also take part in activities, such as tasting foreign foods and celebrating Australia day.

Children's welfare is promoted by the good organisational skills of the childminder. All necessary records are kept accurately and a comprehensive range of policies and procedures are effectively implemented. The environment is well-organised. There is a welcoming atmosphere with displays of the children's work and toys set out to allow children to access them easily. Children can move freely between the house and garden, which gives them the opportunity to extend their play and explore the outdoor environment. The childminder has a varied range of toys for all ages and exchanges toys with other childminders to extend the range available. Children are safeguarded well. The childminder demonstrates a high level of commitment to promoting their safety and makes daily safety checks as well as full risk assessments of the premises and for any outings. She has effective procedures in place for identifying any child at risk of harm and knows what to do if she has concerns about a child in her care. Although the childminder monitors and evaluates her practice this process would benefit from further development. She needs to identify areas for improvement more effectively and involve parents and children more.

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

Children show a strong sense of security and feel safe within the setting. They move between the house and garden with confidence, taking responsibility for choosing what to do. The high quality adult interaction and well-organised routines help younger children gain an exceptionally strong sense of security, which is shown in the way they happily babble to themselves and go off to sleep quickly. The childminder talks to children about safety issues to help them learn how to assess risk themselves, such as not throwing or putting toys in their mouths. Children are adopting good personal hygiene routines as they wash their hands before eating and talk about using separate hand towels. They have healthy snacks and drinks and good opportunities to be physically active in the garden and on daily walks. They have good relationships with one another and older children show affection for babies. They are developing many independent skills, such as fetching a nappy when they need changing, and cooperate with one another in activities, such as water play. They are learning good manners, the childminder places a strong emphasis on the importance of sharing and taking turns.

Children are making good progress towards the early learning goals in most areas of learning. They are interested in a broad range of activities and confidently select what they want to do. They particularly enjoy playing with small world figures, the water table and looking at books with the childminder. They have good

opportunities to grow plants on the allotment. Children are finding out about the world around them through activities, such as disability week, when they were visited by someone with a broken leg. They are developing good communication skills as the childminder introduces new vocabulary and talks to them about what they are doing. They are also developing the personal qualities that enable them to take responsibility for small tasks, such as fetching their own hats. Children are developing skills for the future as they are encouraged to become inquisitive learners. They have some opportunities to develop their numeracy skills such as sorting, threading and listening to number songs but there is limited use of number, size and shape language during their play. The childminder makes thorough and accurate observations of children's progress and uses this information to identify the next steps they need to take. She uses this information to inform her planning, which ensures every child is suitably challenged by the learning experiences provided.

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	1

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	1
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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