

Inspection report for early years provision

Unique reference number	112064
Inspection date	30/06/2010
Inspector	Marilyn Joy

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 has been registered since 2000. She lives with her partner, adult son and his partner in a house in a residential area near Winnall, Winchester. Downstairs is the main area used for childminding. Toilet facilities are on both floors and sleeping is organised upstairs. There is a fully enclosed garden for outdoor play. Local facilities are nearby and include schools, pre-schools and parks.

The childminder is registered to care for a maximum of six children. She is currently minding two children in the early years age group and three school age-children. Two of the children are over eight years. Children attend on a part time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A well-organised home environment is offered where children's health, safety and welfare are given a clear priority. Partnerships with parents and others are a clear strength and provide a sound foundation from which children make steady progress in their learning and development. Children benefit from the dedicated support they receive and the childminder's commitment towards improving her provision. However, the childminder has not yet established effective systems for monitoring and evaluating all aspects of the care and learning she provides so that she can ensure continued improvement. Clear progress has been made since the last inspection and all requirements are met.

What steps need to be taken to improve provision further?

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

- analyse observations of children's achievements and match them against the expectations of the early learning goals so that their next steps for learning can be identified and activities offered so they can be achieved.
- extend the range of toys and equipment available to broaden children's experiences, support their interests and provide them with more choice
- develop effective arrangements for monitoring and evaluating all areas of practice in order to identify strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a secure understanding of child protection issues and knows what to do if she has concerns about a child in her care. The childminder is vigilant in her supervision of children

which ensures they are safe and well-cared for. She has conducted effective risk assessments for most areas and implemented suitable safety measures. For example, a safety gate prevents access to the stairs and cleaning materials are out of children's reach. The garden has secure gates and a high hedge, although there are some gaps at the bottom. The childminder accompanies children in the garden and they know that if the ball rolls through then she will retrieve it for them. Space is used well to provide a balance of indoor and outdoor activities. Careful consideration is given to ensuring children are safe on outings and evacuation procedures are practised in the home to ensure the premises can be vacated quickly in an emergency. All of the required documentation is in place which ensures the childminder has the necessary information to help her support children's individual needs.

Since the last inspection the childminder has made significant improvements and she is extremely keen to maintain this progress and develop further. All of the actions and most of the recommendations have been effectively met.

Documentation has been updated, shared with parents and maintained appropriately. The childminder has liaised with the local authority and completed training to update her knowledge of child protection issues and inform her about the Early Years Foundation Stage. The childminder has made an attempt to evaluate her own practice and has attended training in this area. However, she has not yet developed an effective system for identifying her strengths or priorities for further development in order to secure continued improvement. For example, children have access to a suitable variety of resources and some reflect the diversity of society, but there is not an extensive range to broaden children's experiences and maximise their learning. However, outcomes for children have clearly improved and, as a result, they make steady progress towards the early learning goals and their welfare is supported well in many areas.

Partnership with parents is a clear strength. Parents are extremely satisfied with the care their children receive and feel well-informed about their activities and routines. Parents are provided with clear information about the childminder's procedures and are kept up-to-date through daily discussions and written records. Children's progress records are shared with parents and they have an opportunity to contribute. The childminder gets to know children and parents well which contributes towards them feeling confident and secure. Positive relationships are developed with other settings children attend. Effective measures are put in place for sharing information and working in partnership in order to provide continuity and coherence in their care and learning.

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

Children are happy and settled in the caring and relaxed atmosphere offered. They develop positive relationships with the childminder and benefit from her involvement in their play. She routinely extends their learning through relaxed conversations. She encourages them to recognise different colours, count and compare different sizes. Relaxed questioning helps children to solve simple problems, such as, 'how many do we need?' or 'how do we fit the marble run

together so the ball to run down?'. Children are eager to answer and work things out for themselves. They successfully build the marble run and are excited when the marbles run from the top to the bottom.

The childminder observes activities and is developing an informative record of children's achievements. Written observations are clear, measurable and linked to the areas of learning. The childminder is very aware of what interests individual children and she links their next step for learning with an activity which will capitalise on what they enjoy. However, she is not clear what she wants them to learn or how she is going to support their ongoing progression. She has good systems for working with parents and taking steps to support children's progression with their physical care and routines, such as, potty training and managing behaviour, but is less confident with supporting other areas of their learning. For example, the childminder introduces letters and sounds, although as she does not consistently follow the methods children will be using at school or pre-school and, as a result, they receive confusing messages.

Children have good opportunities to learn about the natural world and living things when going for walks and in the garden. The childminder raises their awareness of the seasons as they observe new buds and leaves in spring and build a snowman in the winter. They experiment with freezing water and what objects float or sink when the ice melts. They plant seeds and talk about why they need to be watered. The childminder has a selection of books, although does not take advantage of children's interest to introduce stories or use books as a source of information. Children are interested in the resources available and confidently help themselves to those they can reach. There is a sufficient range to cover all areas of learning, but limited variety to fully extend their learning. For example, if children want to build and construct their own models there is big box of small lego for older children, some wooden bricks and a castle to build. Outdoors there are a number of wheeled toys to choose from. Children enjoy water play and excitedly chase after the bubbles they have made.

Children's good health is promoted well. They enjoy plenty of fresh air and exercise when going to the park or playing in the garden. They help to put their own sun cream on to protect them from the sun. The childminder is fully aware of health and dietary requirements and ensures children's individual needs are complied with. Good hygiene routines are followed by the childminder and encouraged with the children. They are encouraged to be independent and manage their own personal hygiene. The childminder is ready to remind them should they forget. Children's emotional well-being is consistently supported through frequent praise and encouragement. Positive relationships are developed, children learn what is expected of them and they behave well. They learn about keeping themselves safe through gentle reminders and simple rules, such as, not throwing objects indoors and holding hands when crossing the road. Children feel extremely safe and secure with the childminder which is demonstrated in the confident manner in which they interact with her and move around their environment. Children enjoy their time with the childminder because they feel valued.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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