

Inspection report for early years provision

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Inspection date	27/05/2010
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.

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 2006. He lives with his wife, who is also a registered childminder and their school aged child, who is aged over eight years. They live on the outskirts of Aldershot, close to shops, parks, schools and public transport links. The ground floor of the childminders' home is used for childminding and one room on the first floor is used for sleeping purposes. There is a fully enclosed garden for outside play.

The childminder is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register and may care for six children under eight years, no more than three of whom may be in the early years age range. When the childminder works jointly with his co-childminder wife they may care for ten children, six of whom may be in the early years age range. They are currently minding five early years children. The childminder walks/drives to local schools and pre-schools to take and collect children. He is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Since the last inspection the childminder has taken many steps to improve outcomes for children. He has increased his knowledge and understanding of the welfare requirements and how children learn. This has enabled him to develop an inclusive and accessible environment where children make satisfactory progress in their learning and development. Children's safety and welfare are promoted well through generally effective procedures and well maintained records. Open and effective links with parents and others involved in children's care ensure children's individual needs are met.

What steps need to be taken to improve provision further?

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

- improve methods used to share fruit at snack time to ensure the risk of cross infection is minimised
- increase children's access to resources and activities that promote positive images of those with disability and of different race and cultures to increase their knowledge and understanding of the wider world
- use the Early Years Foundation Stage guidance to assist in assessing and monitoring children's progress against the early learning goals and to ensure the planned next steps have a clear learning intention and invite parents' involvement to fully support children's learning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder has attended training and is clear of the procedure to follow should he have a concern regarding child protection. Risk assessments are used effectively within the home, garden and for outings to minimise any identified hazards. The childminder and his co-childminder wife are suitably vetted and work closely to ensure children are supervised at all times. Appropriate records and parental consents are in place to promote children's health and welfare and a wide range of written policies and procedures underpin his good practice. The updated complaints procedure ensures matters are dealt with appropriately and suitable records are maintained. Generally, effective routines promote children's good health. However, the method used for serving the prepared fruit at snack time means children use their hands to take fruit from the bowl which does not fully prevent the risk of cross-infection.

The home is clean and space is used well both indoors and outside to provide a bright and attractive environment to play and learn. Equality and diversity is satisfactorily promoted as all children are included and can take part as play equipment suits their development level and interest. The childminder is keen to provide an inclusive setting. A wide range of resources is easily accessible in low level storage units enabling children to make choices. Some containers are labelled with pictures to help children self-select and to aid in tidying away after playing. A limited range of play equipment and books are available to promote positive images of all people in society. Although there are no children attending with special educational needs and/or disabilities, or with English as an additional language at present, he is happy to discuss any issues about a child's development with parents and to be involved in supporting them where he can, including working with other professionals. Information is shared regularly with parents through discussion at delivery and collection times and by the use of a daily diary for younger children to ensure all their individual needs are met. Parents report in questionnaires they are invited to complete, that they are very happy with all aspects of their children's care. They are kept fully informed of the childminder's practice through open and frank sharing of information. Parents are involved in the self-evaluation procedure but are yet to be invited to contribute to their children's written development records. An effective system is used to share information with other providers of the Early Years Foundation Stage that children attend to fully support their welfare and learning.

Since the last inspection the childminder and his co-childminder have been active in improving their practice and have each met all the actions and recommendations that were made. Through this process they have come to recognise and utilise each other's strengths to improve outcomes for children. Both childminders have increased their knowledge of how children learn, assess children's progress and plan for their next steps. The childminder generally focuses on maintaining these records while his co-childminder ensures the records pertaining to the organisation of the setting are maintained appropriately. The childminders recognise the benefits of reflecting on their practice and undertake the process together.

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

Children are happy and relate well to the calm and caring childminder. They feel safe and secure as he develops supportive relationships with them. Children happily sit and play with him and reach to him when they need a cuddle. He encourages those learning to stand and offers lots of praise when they achieve. He generally interacts well with children and engages very young ones by providing stimulating activities. For example, he lifts them up to where the wind chime hangs to explore its properties. They become engrossed watching the reflections from it, reaching and feeling its form and textures, and listening to the sounds it makes. Children learn to keep safe as they cross roads when on outings and take part in fire drills. They learn a healthy lifestyle through lots of time spent playing in the fresh air and effective hygiene routines. The childminder explains to children they need to wash their hands to get rid of germs that can make them unwell. He is very aware of the need for them to take part in regular physical exercise to keep fit and ensures they have turns on the trampoline in the garden. Children respond well to his gentle but consistent reminders to take turns and to share toys. Children learn to be independent as they are supported in undoing buttons on a cardigan but then encouraged to hang the garment on the low level coat peg.

The keen interest in books that some children display is encouraged. Books are made available in the garden in a tent in which children enjoy sitting. The childminder helps develop children's language through discussion as he reads to them, asking what they see. Children have many opportunities to make marks and be creative as a wide range of mark making tools and equipment are easily accessible both indoors and outside. The childminder fills a bucket with water for children to paint the wall with real decorating paint brushes. All ages of children present are able to join in as the brushes are easy to grip. Children develop a strong sense of belonging as they have personally labelled coat pegs and drawers in which to keep their belongings. Children enjoy learning and singing songs; listening to music compact discs and using instruments encourages this. Children explore sand and water as they play, pouring dry sand onto a sand wheel making it spin, and filling and emptying pots, noting when it is full. They are encouraged to use their imaginations as they use the play kitchen outdoors. Children use a range of age appropriate electronic toys helping them develop skills in IT from an early age. Children benefit from outings to the library and parks.

Overall, children make satisfactory progress in their learning and development. The education programme is planned for with generally suitable activities and resources being provided to help children move on to the next stage in their learning. The childminder quickly gets to know the children and speaks with some knowledge about their stages of development. Appropriate records are maintained to show the progress children make but the planned next steps do not always show an appropriate challenge or clearly show the intended learning outcome.

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	3
The effectiveness with which the setting deploys resources	2
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	3
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
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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	3
The extent to which children develop skills for the future	3

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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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