

Inspection report for early years provision

Unique reference number	EY398415
Inspection date	28/09/2010
Inspector	Nicola Hill

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 assesses 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.

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 2009. She lives with her child of primary school age in a mid-terrace house in Church Crookham, Hampshire. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor and sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years, of these, three may be in the early years age group at any one time. She currently has one child on roll in the early years age group and five children on the childcare register. The childminder is also registered to provide overnight care for one child under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder organises an inclusive provision where children enjoy a wide variety of activities that promote good progress in their learning and development. The childminder's enthusiasm and obvious commitment to her role ensures all children feel happy and are fully safeguarded in her company. They show an extremely strong sense of security and belonging within the setting. The childminder is beginning to evaluate the care and education she provides, and demonstrates a commitment to developing her knowledge and understanding of the Early Years Foundation Stage by attending further training. Consequently, the capacity to maintain continuous improvement is good. The childminder has very good relationships with the parents, which significantly contributes to the care and well-being of the children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to clearly show all aspects of the home environment that need to be checked on a regular basis, the identification of potential risks to children and any action taken to keep these hazards to a minimum
- develop a more formal system for self-evaluation
- improve the detail logged in children's assessment records to clearly show why children have achieved particular stages of development towards the early learning goals
- ensure that parents' views about their child's development are secured to

fully enable the early identification of children's learning needs

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment in promoting children's safety and well-being and has a clear and confident understanding of child protection procedures. Use of appropriate safety features and risk assessments for the home, garden and outings, coupled with good levels of supervision, all contribute to children's overall safety and security. The childminder maintains a record of her risk assessments although these do not clearly show all aspects of the home environment that need to be checked on a regular basis, the identification of all potential risks to children and any action taken to keep these hazards to a minimum. All other documentation relating to childminding activities is well organised and effectively underpins practice.

The childminder demonstrates a genuine commitment to developing her practice. For example, she has attended some short training courses on aspects such as observation, assessment and planning. The childminder is still in the early stages of using a formal system of self-evaluation to guide her future development, but informal self-assessment has begun to enable the childminder to identify her strengths and start recognising some areas for improvement. The childminder has also started to seek parents' views about her practice, by asking them to complete short questionnaires. Initial comments from parents are very positive, such as 'we have confidence that the childminder meets whatever daily needs our child has. She has an open, prompt and honest style of communication and this consistency leads us to trust her'.

The childminder provides an inclusive service. She places high value on recognising children's uniqueness and meeting their needs. This ensures all children have the opportunity to make good progress. The childminder provides great support to older children in her care with special educational needs, liaising with external agencies or services as necessary to ensure children receive the support they need. The childminder provides a warm, loving, home environment in which children are treated very affectionately and as part of the family. Children are totally relaxed within the childminder's home and move freely around. They are able to access a range of safe, good quality and developmentally appropriate toys and resources. Toys are easily accessible to older children allowing self-selection, and babies have opportunities to make choices of objects to investigate which are rotated on a regular basis. The childminder regularly checks the toys to ensure they are clean and in a good condition.

The childminder is aware of the need to work in partnership with other providers and professionals delivering the Early Years Foundation Stage to children who may also attend her setting. She has developed good relationships with the parents. The childminder has developed well written policies and procedures that are shared with parents and support the welfare of the children. Parents are kept informed of their children's development and progress through regular discussions and access to their children's 'learning journey' development file, which gives

parents good information about the six areas of learning and development. A daily diary is also completed which enables parents to be informed of their child's day and activities. This effective regular exchange of information ensures that children's ever changing needs are consistently supported.

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

The childminder is an extremely dedicated and committed practitioner who gives top priority to meeting children's individual needs. She interacts effectively with them to positively extend learning and it is clear they have developed a very special bond. The childminder has a good understanding of the Early Years Foundation Stage and how to implement it effectively. Some discussion takes place with parents about their child's development before they start at the setting, although this is not recorded, which prevents the childminder from firmly and quickly identifying the children's starting points. Once the children have settled however, the childminder monitors the children's progress well through observing and assessing the children. She effectively records her observations of children's play, linked to the different areas of learning, and uses these to highlight the children's next steps for learning. She tracks children's progression towards the early learning goals through the use of developmental checklists, although these are not dated and are not linked to a particular observation, photograph or the children's work in their 'learning journeys' as good clear evidence to support why she feels children have achieved a particular stage of development towards the early learning goals.

It is evident from the positive interaction with the children that the childminder thoroughly enjoys caring for them. The childminder knows the children well and spends a lot of time sitting on the floor playing with them, showing interest in what they are doing. Therefore she is able to know when to introduce new activities or leave the children to explore on their own. The children are independent, active learners who show lots of interest in the different play materials available and they remain engrossed in their explorations. For example, they enjoy investigating the various items in the treasure basket and spend some time turning a tambourine over and over to make it rattle. Babies are very well supported. They gurgle and babble to the childminder, who always responds, showing them she has listened. They giggle in anticipation as the childminder plays 'round and round the garden' on their hand. Children learn to respect and understand all members of society through discussion with the childminder and using resources that promote positive images as part of their everyday play. Their social development and knowledge of the world around them is also extended as the childminder takes them on many and varied trips into the community, where they meet up with friends and enjoy a range of alternative activities and social interaction. Outings include rhyme time at the library, local garden centres and Alice Holt Forest, as well as toddler groups, play centres and childminding groups.

Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

The childminder implements very good procedures to ensure the premises and resources stay clean and well maintained, and helps children to learn about healthy living from an early age. Children are consistently helped to wash their hands at appropriate times and are provided with food that is highly nutritious. The childminder has an excellent attitude towards the benefits of being outside and encourages children to be out in the fresh air every day. The childminder acts as a good role model, ensuring children are learning about the importance of staying safe. She discusses road safety with them when out on walks and has effective procedures in place for emergency evacuation. The children behave well and respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. They display good levels of self-esteem and confidence, responding positively to the childminder's use of praise. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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