

Inspection report for early years provision

Unique reference number	EY334847
Inspection date	27/09/2010
Inspector	Cathy Hill

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 was registered in 2006. She lives with her husband and children, aged three and five years, in a house in Church Crookham, Fleet. The whole house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, of which no more than two may be in the early years age range. She is currently minding one child in this age group for three days a week. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is friendly and enthusiastic and provides a welcoming, family environment for children's care. Children are very happy and settled and are making good progress with their learning. The childminder promotes inclusive practice and enjoys spending her time interacting with children and helping them to learn through sensitively supported play. She has a very positive attitude towards continuous improvement and is proactive in continuing with her own professional development. Since her last inspection, for example, she has completed a level 3 qualification in early years care and education.

What steps need to be taken to improve provision further?

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

- improve children's development records by identifying their next steps in learning in all areas based on regular observational assessment of their abilities
- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice.

The effectiveness of leadership and management of the early years provision

The childminder effectively organises her time to ensure children's individual needs are met. She understands her responsibilities with regard to child protection and safeguards children through close supervision whilst in her care. She has risk assessed her home and outings she takes children on and maintains written records of these assessments. She uses safety gates as appropriate, for example, to prohibit children accessing the kitchen unaccompanied and ensures her premises are kept secure. Children enjoy their time spent playing both indoors and

outside in the garden. A range of age appropriate resources are freely accessible to children. The childminder displays educational posters within the play areas to provide a stimulating surround for children.

Good partnerships have been established with parents who are extremely positive in their praise of the childminder and confirm they find her professional, kind and dedicated. Both written and verbal information about children is shared on a regular basis between their main carers to ensure their individual needs are well known and catered for by working in close partnership. The childminder has a positive attitude about working with others who may be involved in children's care, although there are no others currently involved. The childminder has no formal self-evaluation system but does reflect on her practice and has identified areas for further improvement. She has addressed all recommendations made at her last inspection.

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

Children have excellent relationships with the childminder and excitedly rush into her arms for a cuddle showing they feel safe and secure in her care. They behave very well as they are actively occupied and well supported. Children learn how to share toys and develop an understanding of good manners from the childminder, who acts as a positive role model. They develop in self-esteem as a result of the praise and encouragement they receive during play. The childminder's policies and procedures help protect them from illness and infection. They follow routine hygiene procedures, such as washing their hands before eating, and enjoy healthy snacks and daily exercise and play in the fresh air. They learn how to keep themselves safe through discussion with the childminder and demonstrate they know how to keep themselves safe as they turn and come carefully down the stairs backwards supporting themselves with their hands on the stairs as they descend.

The childminder observes children's play and maintains photographic evidence of their achievements in a scrapbook. She keeps a track of children's development in all learning areas and has recorded some next steps towards developing children's skills. Children enjoy the attention they receive from the childminder, who sits and plays with them at their level. They learn about colour as the childminder names the colours of the shapes they play with. They develop an awareness of numbers and their sequence as the childminder counts the shapes they place on the shape rods. They listen as the childminder counts one and they then immediately follow with two. Their vocabulary skills are continually being developed as the childminder names toys they play with. They listen intently to her and repeat words after her reinforcing their own learning. Children learn about size as they compare their hand to the childminder's and recognise their hand is small compared to hers. They play with toy cameras and pretend to take photographs showing an active imagination. They have good opportunities to develop their future skills as they have access to a good variety of activities and resources. They develop their fine motor skills as they concentrate whilst mark making with pens

and the childminder teaches them about print carrying meaning as she writes their name for them, sounding out the letters as she does so.

Children learn about the natural world as they help plant and grow garden produce. They help the childminder pick tomatoes and they then help wash them before eagerly eating some. They have opportunities to develop their creative skills through, for example, painting and modelling with dough. The childminder takes children out regularly to increase their awareness of the wider world and to help develop children's social skills by mixing with other children.

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	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	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	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

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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

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