

Inspection report for early years provision

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Inspection date	13/10/2010
Inspector	Caroline Hearn
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 has been registered since 2010. She lives with her husband and children, aged nine, seven and three, in Grateley, near Andover, Hampshire. The whole of the house is used for childminding. There is a fully enclosed garden for outdoor play. The family have three rabbits.

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 four children, of whom two may be in the early years age group. When working with an assistant she may care for no more than 4 children under 8 years; of these, not more than 4 may be in the early years age group, and of these, not more than 2 may be under 1 year at any one time. There are currently seven children on roll of these three are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This childminder is committed to developing her practice, effectively evaluating all areas of her childminding service and refining this to ensure good outcomes for all children in her care. Children enjoy taking part in a wide range of activities both in and outdoors. These encompass all areas of children's development thus ensuring all children make sound progress in their learning.

What steps need to be taken to improve provision further?

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

- extend information taken when children start attending the provision to include more aspects of children's developmental attainment in addition to the current information on general health and well-being
- consider dating observations of children to ensure children's progress is clear over a timescale.

The effectiveness of leadership and management of the early years provision

The childminder understands the need to safeguard children and this underpins all aspects of her practice. She is aware of the local child protection procedures and how to follow up any concerns she may have. She undertakes detailed risk assessment on her home and any outings she may take the children on. The childminder also has a detailed set of policies and procedures that underpin her good practice. She ensures her assistant is aware of and follows these policies and procedures at all times. All this contributes to children being safeguarded properly.

The childminder reflects well on her practice and uses this to develop her child minding service. She promotes equality and diversity, recognising each child as an individual with a particular set of needs. This good practice ensures she is able to meet each child's needs. The childminder has a wide range of resources and these are regularly rotated to ensure they provide children with sufficient challenge.

Parent's letters of praise speak warmly of the care and support given to their children, appreciating the high levels of information they receive about their children's time with the childminder. They enjoy friendly, but professional, relationships with the childminder. The childminder shows an appropriate understanding of how to form links with other professionals and services concerned with the care and development of the children. She has for example made time to go into the local pre-school to talk to the staff and share her knowledge of a particular child's stage of development. This well supports continuity of care between the child minders and other early year's settings.

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

Children clearly enjoy the time they spend with this childminder and her assistant as both have formed close and trusting relationships with the children. The children freely explore the environment making good use of the resources. Children enjoy art and craft activities they may start painting but end up colour mixing on their hands exploring the different colours they can achieve when they mix different coloured paints. These activities incorporate lots of areas of learning such as descriptive language when describing how the paint feels on their hands or counting how many shapes they have made. When playing outside the children may make up a play and send the childminder an invite, using the varied selection of art resources which are positioned outside for this purpose. As a result of all of these activities all children are making good progress in their learning.

When children start attending the childminder records details of each child's welfare needs such as sleep patterns however these do not have details of children's development such as do they know their colours. This results in the childminder having less information for children's starting points. Children's learning is plotted in their development folders and these observations are effectively used to inform future planning, which ensures all children are offered learning opportunities which best suit their particular needs. These observations are however not dated which makes it harder to see the speed of children's progress. The childminder, however, knows every child well and does monitor their progress.

Children learn to keep themselves safe as they discuss how to manage emergency situations such as evacuating the house if the fire alarms go off. This is practised and children concerns discussed. Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's

behaviour is generally good and they are considerate to the needs of others.

Children have excellent opportunities to learn about the cultures and beliefs of others. The childminder shares her culture with the children and shows them how Jewish people celebrate different festivals such as the week of Sukkot or making Hanukiah for the festival of light. The childminder also celebrates festivals other than her own, such as Christmas. These opportunities give children exceptional opportunities to explore and understand the beliefs and cultures of other people.

Children have excellent opportunities to get out and explore as the childminder encourages them to play outside as much as possible. Traditional indoor resources such as art and craft are taken outside for the children to freely access. Children also have fantastic opportunities to grow vegetables both in the childminder's garden and at the allotment plot nearby. Children choose which crops to grow and once grown they use them in their cooking and are able to take some home to share with their families. These provide excellent opportunities for children to understand where their food comes from and how they can eat healthily.

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	1
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
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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	1
The extent to which children make a positive contribution	1
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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