

Inspection report for early years provision

Unique reference number	EY396579
Inspection date	10/11/2010
Inspector	Sheena Bankier
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 has been registered since 2009. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children under eight at any one time. There is currently one child on roll in the early years age group.

The childminder lives with her husband and young child in the Brighton Hill area of Basingstoke. The ground and first floors are used for childminding. The home is accessible at ground level and has downstairs toilet facilities. There is an enclosed garden for outdoor play.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy good interaction, activities and outings to support their learning and development effectively. The childminder actively considers children's good health, safety and well-being through procedures and routines that are overall very sound. Children benefit from an inclusive environment that positively meets their needs. Good communication with parents successfully ensures continuity and consistency in children's care.

What steps need to be taken to improve provision further?

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

- review the safety of the telephone wires and take steps to reduce any risks to children
- practise regular evacuation drills and make records of these

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibilities to safeguard children well. She demonstrates a good understanding of safeguarding issues. The childminder has good information to support her in managing any concerns, for example, local procedures and contact numbers. Appropriate equipment promotes children's safety well, such as, stair gates. The childminder provides close supervision to children. Records of risk assessments are in place for the home and outings. Overall, this works well in practice, with most potential hazards fully identified and addressed. Procedures, such as, the emergency evacuation are on display. The

childminder has not practised the evacuation procedure to ensure it is fully effective.

Training supports the childminder in evaluating and developing her service and practice well. She uses the information from training effectively to make good continuous improvement. The childminder provides a welcoming environment to children and their families, for example, with posters, and accessible toys and resources. She gains good information about children's needs and backgrounds. The childminder makes very positive use of information to value children as individuals, for example, using the different languages she and the children speak alongside English. This promotes good inclusive practice.

Parents have access to a good range of information. Written policies and procedures ensure parents have a clear understanding of the childminder's service. The childminder very closely liaises with parents both verbally and through written information, for example, a daily written diary and discussions. Parents and the childminder exchange information about children's next steps in learning and discuss activities that will support these. As a result, this effectively supports continuity and consistency in children's care and learning. The childminder is fully aware of the importance of developing partnerships with others and actively takes steps towards this.

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

Children feel safe and secure in the childminder's care. They enjoy good relationships with her and feel at ease. Children confidently explore their surroundings, accessing the toys and resources independently. As a result, they are able to initiate their own play and ideas. Children develop safe independent skills, for example, learning to climb the stairs safely under the childminder's direct supervision. Clear boundaries and guidelines enable children to understand about sharing, turn taking and respecting other people. Children enjoy cuddles and praise to ensure they develop good self-esteem and confidence.

The childminder provides good interaction with children, who are the focus of her time and attention. She positively responds to children's ideas and interests, and encourages their learning through play, such as, colours and numbers. Children develop good concentration skills as they take part in activities that sustain their interest and involvement. Children develop good skills for the future as the childminder plans effectively for their progress. She maintains good records of children's achievements and clearly identifies the next steps in children's learning.

Children explore and investigate the good range of toys and resources. They develop their creativity and imagination, for example, using the toy telephones and 'speak' when holding these to their ear. They learn about cause and effect as they press the buttons that then light up and play music. Children enjoy creating their own pictures as they mark make using pens. Regular outings increase children's understanding of the world they live in, and enable them to participate in

interesting and fun activities. Children's language and physical skills benefit from attending a 'singing and dancing' session. Visits to toddler group enable children to develop their social skills with a wider group of children and adults.

Children benefit from daily fresh air and physical activity, for example, at the park or visiting the sports centre. This benefits the children's good health. Regular hand washing routines support children's well-being and the childminder follows and promotes good hygiene practice effectively. The childminder carefully stores and reheats food parents provide to ensure it does not pose a risk to children. Nutritious snacks, such as, fruit encourage children to 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	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
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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	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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