

Inspection report for early years provision

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Inspection date	27/09/2010
Inspector	Lynne Lewington
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 1991. She lives with her husband and three adult children in Hook, Hampshire. The ground floor of the childminder's house, including a playroom, is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years, currently there are 12 children on roll in total and of these one child is in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and visits local children's activities and parks. 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.

Overall, the provision is good. Children experience a warm homely environment where they have many opportunities to develop their skills and interests. The childminder works closely with parents, sharing information and following parents' wishes. Improvements have been made since the last inspection and the childminder has identified areas where she would like to develop her knowledge further.

What steps need to be taken to improve provision further?

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

- undertake further training opportunities to increase confidence and knowledge of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the childminder's good knowledge of the action she would take if she was concerned about a child in her care. She has a comprehensive awareness of the signs and symptoms that would give her concern. A clear policy is in place informing parents of her role in safeguarding children. Risk assessments indicate the childminder has considered the safety of children in her premises and on outings and takes suitable measures to ensure their safety at all times.

The well-maintained clean environment provides a spacious environment for the

children's play. They have space for floor and table top play and can easily access the good quality age-appropriate toys and resources independently in the playroom. A large attractive garden provides a safe place for the children to develop their physical skills on the good quality climbing apparatus. Children rest in the lounge where the childminder can easily monitor them.

The childminder has sought both parental and children's views of her service. Parents record very positive comments of the service commenting on the warm caring service provided. They appreciate her adaptable attitude to her work and the knowledge and skill she demonstrates in the care of the children. Face to face contact with parents, in addition to a daily diary, provides parents with quality information about their child's day. Learning journals with information about activities undertaken, observations and photos help parents to fully appreciate the progress children are making and the activities their children participate in. The childminder recognises the importance of forming positive relationships with others involved in children's care and education. With parental consent, simple information sharing between different providers enables them to work together and consolidate children's learning.

The childminder's self-evaluation of her service indicates she has an accurate awareness of her provision, she reflects on her work and takes steps to increase her knowledge and understanding for the benefit of the children in her care. She has identified areas of her knowledge that she would like to develop including safeguarding and the Early Years Foundation Stage. Undertaking further training opportunities particularly regarding the Early Years Foundation Stage should provide the childminder with more confidence in her abilities.

Through good communication with parents and carers, the childminder acknowledges the children's individuality and adapts to meet their needs and parents' wishes. She takes the children on many outings in the local community where they meet with other children and adults developing their awareness and acceptance of our diverse community. Children play with toys and undertake activities irrespective of gender and books and resources reflect a diverse society.

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

Children enjoy and achieve well in the childminder's care. The range of activities she provides enables them to develop their skills for the future well. Children relate to the childminder very well. She listens attentively, encourages and talks to the children encouraging interest and language development. The simple activities the toddlers undertake help to develop positive outcomes in all areas of learning, for example, a young child explores the shape of a ball as it rolls on the floor, and the texture and versatility of a balloon as it is squashed into a trolley and then taken out with difficulty. The childminder observes, comments and encourages; she instinctively knows when to interact enabling children to learn from the simple experiences. Children enjoy the high quality age-appropriate books and demonstrate a good awareness of how to use them appropriately at an early age, seeking the childminder's interaction to read them. Children build with bricks developing fine movement and coordination and an awareness of shape, position and size. The garden provides an attractive space to develop physical skills as

children can run and use the attractive play equipment. Children develop knowledge and understanding of the world as they grow tomatoes and lettuces and learn the importance of watering the vegetables to help them to grow. Children later eat the produce they have grown at mealtimes, providing a social sharing experience.

The childminder sets a very good example to the children in her manner. She is calm, patient and consistent in her expectations and responses to their behaviour. The clear boundaries help children to learn right from wrong and behave appropriately to others. They learn to share, take turns and use good manners as they undertake their games and play activities.

Children learn good hygiene routines, such as regular hand washing. The use of individual small towels helps to prevent cross contamination. Appropriate sensible hygiene measures are taken when changing nappies to promote good hygiene. They eat healthy freshly prepared meals containing a variety of fresh vegetables and meat or fish. Drinks of water are freely available to prevent dehydration. Daily outdoor activity in the garden, walks or opportunities to play at soft play areas provide the children with good physical activity leading to a sense of well-being. In addition to this, children's sense of well-being is promoted effectively by the childminder's positive interaction with them and the familiar daily routines they follow, including busy, stimulating and restful times with regular mealtimes. The childminder ensures the premises are safe for the children to use and also recognises that as children develop they need to recognise and respect the potential dangers around them and behave appropriately. Children learn to act appropriately near to roads and to evacuate the premises swiftly if necessary. As they play they learn to use the equipment appropriately and help to pack it away to prevent trips and ensure the resources are available for someone else to use.

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	1

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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