

Inspection report for early years provision

Unique reference number	111538
Inspection date	09/12/2010
Inspector	Amanda May

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 1999. She lives with her husband and two school-aged children in Aldershot, Hampshire. The whole of the ground floor of the childminder's house is used for childminding with toilet and sleep facilities provided in this area. There is a fully enclosed garden available for outside play.

The childminder is registered under the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group. The childminder walks to local schools to take and collect children and attends the local parent and toddler group and the local library. The family have a cat as a pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well supported in their learning and the childminder demonstrates a secure understanding of each child's stages of development and ways in which she can best support their needs. Secure partnerships with parents and other early year's providers are evident which go towards supporting children at home and in other settings. Secure evaluation of the provision ensures that the childminder recognises areas which would benefit from future development and achievable targets are planned which improve outcomes for the children who attend.

What steps need to be taken to improve provision further?

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

- enhance systems used for recognising children's next steps in learning and develop how this information is shared with parents to support extended learning in the home.

The effectiveness of leadership and management of the early years provision

Exceptional procedures are in place to ensure that the children who attend this setting are safeguarded from harm. The childminder demonstrates a very good practical understanding of risk assessment and children are involved in learning about how to keep themselves safe. The childminder understands the importance of partnership working with other early years provisions that children attend, allowing them to work together to ensure children are supported and kept safe.

Parents are kept involved in all aspects of the childminder's provision and they

praise the childminder for the service and support she provides the children and their families. Important information is shared with parents including special arrangements for children being collected by others and information about children's experiences at home, allowing the childminder to develop a thorough understanding of each child and how she can best support them whilst they are in her care.

Children are making good progress in their learning and development due to the excellent provision of resources to support children in their play. The childminder ensures that activities are very well resourced and children are able to use these resources freely to extend and develop their own play and learning. Children particularly enjoy the freedom to experiment with mixing coloured modeling dough together as they make a birthday cake for the childminder, giggling happily as they sing 'happy birthday' to her. Children enjoy making choices and taking decisions in their play, whilst the childminder provides additional challenge for children where they would benefit.

Improvements made to the setting are well planned and have a beneficial impact on the children who attend. The childminder has recently planned training in the new year to update her first aid qualification and has developed the range of resources that children can access in the outdoors, including sand play and ride on toys. The childminder is keen to develop her provision and has good support links in place with other childminders where she can share best practice and ensure there are many opportunities for children to socialise and meet new friends.

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

Excellent relationships between the children are immediately evident and children giggle happily as they are joined in play by their friends. They greet one another warmly as they arrive in the morning and work together in their play to reach a common goal. The childminder plans activities for the children which she knows they will enjoy, although recognises the importance for children to be independent as they take decisions about the resources they will use. Children particularly enjoy imaginative play with modeling dough and use a wide range of utensils to mark make and cut out shapes which they recognise as squares and triangles.

Children demonstrate an interest in books and enjoy looking at the pictures with the childminder, pointing out the different animals they see and counting how many chicks they can find. Children speak confidently and the childminder uses questioning skills to encourage children to think through ideas as they play. As children are so interested in the activities on offer they behave exceptionally well. They co-operate fully with their friends, taking turns as they roll the dice and helping one another count the number of dots they can see when it lands. Children remind others about acceptable behaviour and good manners, for example as they gently suggest to their friends that they say 'excuse me' as they try to get the childminder's attention during play.

Children develop a full understanding of being healthy as they talk about the different fruits and vegetables they enjoy and eagerly find the pictures of different vegetables on their own personalised food placemats provided by the childminder. They confidently practice their own hygiene routines and enjoy learning about making healthy choices as they cut out pictures of food to make a collage whilst talking about those which are healthy. Children are supported in keeping safe and are provided with resources to support them with this, for example small pairs of scissors which they skillfully and safely use.

Innovative ways of supporting children in their interests in the wider world are also planned, for example with children visiting the local Chinese takeaway to taste foods such as rice and prawn crackers when they are learning about Chinese New Year. Other opportunities are also planned to help children develop an awareness of the wider world, including as they bring back postcards from their holidays to add to the group's scrap book. Children eagerly share information about their adventures with their friends and demonstrate confidence and high levels of self-esteem as they talk about their travels.

The childminder demonstrates her awareness of the usefulness of planning activities and evaluates the success of these very well. She tries to provide activities which support children in their next steps of learning and this is effective in most cases. Children are very happy in the childminder's care and show confidence and high levels of self-esteem as they talk about their experiences and special people in their lives at home. This shows children feel welcomed and valued within the provision.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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

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