

Inspection report for early years provision

Unique reference number	EY411956
Inspection date	09/12/2010
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.

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 registered in 2010. She lives with her husband and two children, aged six and five years, in Church Crookham, Hampshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder can take children to, and collect them from, local schools. The family has a dog and two gerbils.

The childminder uses the whole of the house for childminding with provision for children to sleep in a first floor bedroom. A fully enclosed rear garden is available for outside play. The childminder is registered to care for a maximum of three children under eight years at any one time, of which, all three children may be in the early years age range. She is currently caring for one child in this age group during the 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 also registered to care for one child overnight.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming, family environment for children's care, learning and play. Children relax in her care and play happily with a range of resources which promote skill development in all areas. The childminder's policies and procedures promote inclusive practice and the childminder is attentive in ensuring children's individual needs are met, working in close partnership with parents. The childminder has made a positive start to her childminding career and her capacity for continuous improvement is good. She is proactive in continuing with her own professional development to further develop her knowledge and understanding of early years practice.

What steps need to be taken to improve provision further?

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

- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice
- improve detail within documentation, for example, by including Ofsted's contact address within the complaints procedure and by recording details of children's religion and culture on child record forms

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder understands her role and responsibilities with regard to child protection. She has a written safeguarding policy, which she shares with parents, and maintains a record of visitors to her home. Children nestle contentedly in her arms for a cuddle showing they feel safe and secure in her care. The childminder organises her time and resources effectively to provide children with a variety of play and learning opportunities both within and outside the home. Children are allowed to follow their own interests, which reduces the incidents when they may feel frustration, and they freely select toys from the variety set out for them. Resources are kept in boxes, labelled with both words and pictures, so all children are aware of their contents. A range of documentation is in place to support all areas of practice, although some lack a little detail. For example, Ofsted's contact details are not included within the complaints procedure and details of children's religion and culture are not recorded, although are known to the childminder.

Good relationships have been established with parents, who receive daily written and verbal feedback about their child's day. All policies and procedures are shared with parents, for example relating to equal opportunities and confidentiality, and some information is displayed within the home for parents to see, such as Ofsted's poster for parents. Parents confirm they are happy with the childcare provided. The childminder understands the importance of working with others involved in children's care and education, although there are no others currently involved. The childminder has a positive approach to her childminding and, although she has no formal self-evaluation system, she recognises that practice can be continually improved for all children. She evaluates activities children become involved in and maintains recorded checks of her equipment.

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

Children behave very well as they are sensitively supported by the childminder with age appropriate play activities which help them develop their skills and knowledge in all learning areas. The childminder is very attentive to children's individual needs and ensures children are kept clean and comfortable as they play, for example, by changing children's nappies and wiping their nose, as appropriate. The childminder recognises when children become tired and settles them for a sleep. Her policies and procedures help protect children from illness and infection. Children play in a home environment maintained to a high standard of cleanliness. The childminder uses antibacterial spray to clean surfaces before children sit to eat and develops children's understanding of hygiene practice as she ensures their hands are washed before handling food. The childminder works in partnership with parents to meet children's dietary requirements and to provide children with healthy snacks and meals. Children keep safe in the childminder's care as they are well supervised and the childminder is vigilant in securing children in their high chair before they

eat.

Children settle quickly into the familiar environment of the childminder's home and babble happily away as they play with different toys. They show some understanding of how things work as they press buttons on interactive toys to activate different sounds. They show an interest in toys as they move from one to another and the childminder sits and plays with children at their level to help extend play. She helps develop children's vocabulary and communication skills as she talks to children about what they are doing and playing with. The childminder praises children's efforts and encourages them to be active and achieve. For example, she builds a tower with wooden alphabet blocks and encourages children to copy her actions. Children enjoy being able to practise their walking skills with the support of the childminder. They are taken out regularly, which helps them develop their knowledge of the wider world. Visits to toddler groups supports their social development and children have been able to develop their creative skills through activities, such as painting. The childminder maintains development records for children in which she tracks their progress within all learning areas and records their next steps in learning, ensuring that children have opportunities to develop their future skills through a variety of adult directed and free play.

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	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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