

Inspection report for early years provision

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Inspection date	23/09/2010
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 has been registered since 2004. She lives with her two children in Sherbourne St John, Basingstoke. The children have access to the ground floor of the property for their play and the bedrooms for rest. A secure garden is available for outside play.

The childminder is registered to care for a maximum of five children under eight years; no more than three may be in the early years age range. Currently, there are three children on roll. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder attends local children's activities and can take and collect children from the local school and pre-school. The family has two pet cats and two rabbits.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the childminder's enthusiasm and knowledgeable approach to her work enabling them to make good progress. They enjoy a broad range of activities both in the home and the local community. The childminder's commitment to her role is evident through her interaction with the children, her record keeping and her enthusiasm to develop her knowledge and skills. She uses a system of self-evaluation to reflect upon her practice, it is accurately overall, and is well placed to maintain continuous improvement. Children's welfare is safeguarded well, overall.

What steps need to be taken to improve provision further?

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

- extend the record of risk assessment to cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder's good awareness of child protection helps to ensure children are safeguarded in her care. She demonstrates a clear knowledge of the signs and symptoms of abuse and the action she would take if she was concerned about a child in her care. A clear child protection policy informs parents of her role in reporting concerns to the appropriate services. The childminder understands her role in risk assessment and has identified risks within the setting and on outings;

for example, children are always closely supervised when passing through the small glassed conservatory area, although this is not included on the risk assessment record. Nevertheless, her record of risk assessment meets requirements. A fire drill is undertaken regularly, enabling the childminder and children to learn to evacuate the premises swiftly in an emergency.

Good use is made of all the available space providing children with a safe and secure play environment. A broad range of good quality toys and equipment are available to the children enabling them to make choices in their play and which promote their learning and development well.

Equality and diversity is promoted well. Information is gathered from parents enabling the childminder to fully understand individual children's needs. If children learn English as an additional language, the childminder ensures she gathers appropriate words from parents in the child's language.

The childminder seeks parents' views of her service and reflects carefully on her work. She plans the development of her practice well. She has completed a home-based childcare course and is considering further learning opportunities. She evaluates her practice accurately overall, to pick up most areas for development. The childminder has an awareness of the importance of developing positive partnerships with others involved with the children she cares for. She recognises the importance of sharing information about the children's progress and interests and is developing this aspect of her service.

The childminder has excellent relationships with parents. Children's learning journals are attractive, informative, interesting documents which reflect children's progress clearly for parents to see. This excellent two-way communication helps the childminder understand children's home interests, which she then builds on during the day. Parents are positive about the service offered, they comment on the excellent relationships she builds and the fun activities she provides.

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

Children's welfare is of paramount importance to the childminder. She encourages them to learn safe behaviours through role modelling and gentle reminders. Her close supervision enables them to explore and develop their skills safely. Children benefit from many activities in the garden. They frequently visit parks and undertake nature trails where they collect items which they later find out about. Children learn the importance of good hygiene routines to prevent the spread of germs. They enjoy food provided by their parents, providing continuity in their diets. The routine to the day provides the children with stimulation, activity, regular nourishment and rest. This simple routine helps them to feel happy, secure and comfortable in the childminder's care.

Children experience excellent opportunities to enjoy and achieve and develop extremely good skills for the future. The childminder is guided by the children's

interests. Challenging learning opportunities relevant to the children's abilities enable them to continuously learn and develop. On a nature walk they are asked to look for specific items, and talk and share their finds on their return. Young children explore the play environment independently. For example, a young child enjoys pushing a shopping trolley around the house and collecting items in the trolley. The childminder comments on the activity in simple language encouraging the child to copy her words, increasing understanding and language development. Awareness of quantity, size, position and shape increases as the child collects items. Good quality books reflecting fact and fiction topics are easily available to even the youngest children. Children take part in craft activities, cook, sing, dance and make music, developing their creative skills. Knowledge and understanding of the world develops as the children are actively encouraged to treat the family cats and rabbits respectfully as they stroke them and talk about the animal's food. Nature walks, growing tomatoes, carrots, potatoes and sunflowers in the garden and picking pears from the pear tree all provide young children with a wealth of experiences which encourage development.

Children learn to use good manners, to share, take turns and be kind to each other through the childminder's good example, gentle reminders and opportunities to play games with other young children. Physical development develops well as the children move confidently around the home, use resources available to them and also visit children's soft play areas, use parks and play in the garden.

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	1
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	1

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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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