

Inspection report for early years provision

Unique reference number	112984
Inspection date	28/01/2011
Inspector	Louise Bonney
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1987. She lives with her husband in a detached house in Farnborough, Hampshire. The childminder sometimes works with her daughter who is also a registered childminder. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is used for childminding. There is a fully enclosed garden available for outside play. The family have four cats, two rabbits and keep chickens in an enclosed run in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years; of these, three may be in the early years age group at any one time. When working with another childminder, 10 children under eight may be cared for; of these, six children may be in the early years age group. The childminder currently has three children on roll in the early years age group who attend part-time, and two in the older age group before and after school and during some school holidays. The childminder provides care all year round, Monday to Friday.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her knowledge of the Early Years Foundation Stage and shows sufficient commitment to continual improvement by implementing changes since her last inspection. She has developed written policies and procedures and maintains documentation that safeguards children and promotes their welfare. She works in partnership with parents and other provision children attend, which helps her identify and support children's individual needs. She has started to observe and assess children's development and provides a sufficient range of activities to promote their steady progress, although their environment is not organised effectively to stimulate their play and learning well.

What steps need to be taken to improve provision further?

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

- review children's environment indoors and outdoors to ensure they are equally interesting, attractive and accessible to every child to stimulate play and independent learning
- develop understanding of the Early Years Foundation Stage to support the evaluation of the provision for children's learning.

The effectiveness of leadership and management of the early years provision

The childminder safeguards the children through the implementation of appropriate policies and procedures and the maintenance of records. She shares her written policies and records with parents to keep them informed. The childminder ensures all those living on the premises are known to Ofsted and appropriately vetted to ensure their suitability. She records her thorough risk assessments for the premises and outings and takes steps to ensure hazards are minimised. She promotes children's health by liaising with parents to ensure routines and diets reflect their changing needs. She is currently undertaking training to ensure her knowledge of child protection is up-to-date and displays the Ofsted poster for parents' reference. This safeguards the children appropriately.

Since her last inspection the childminder has taken steps to meet the actions and recommendations set. Through attending training she has improved her documentation and records, and systematically evaluates how well she meets the welfare requirements. She is booked onto a course for the Early Years Foundation Stage to further develop her understanding of the learning and development requirements. She is acting upon the advice she receives from the childminding network co-ordinator, and has developed systems for observing and assessing children's progress which she uses to support planning. This reflects an improved capacity for continual development.

The childminder supports children's play and activities by providing a sufficient range of resources. She rotates resources and there are low accessible storage units. However, children do not show interest in the accessible resources and rely on the childminder getting down activities they ask for or which she suggests. This does not allow them to independently develop their own play and learning. Children learn about sustainability as they use recycled materials for craft activities or grow sunflower seeds, or occasionally take home an egg from the childminder's chickens. In the winter the childminder does not use the easily accessed and secure back garden, although it has a hard surface suitable for all-weather use. This reduces opportunities for children's exploratory play. They have other opportunities for energetic play as they ride bikes on the front drive and visit parks.

The childminder provides an inclusive provision where all are welcome. She seeks information from parents about children's home languages, cultures and religion so she can support these. She uses her experience to identify any possible delays in children's development and liaises with parents to ensure that appropriate advice and support is promptly sought. Children use resources that reflect social diversity and have daily outings when they develop awareness of their local community.

The childminder establishes suitable partnerships with parents and other settings children attend. She seeks information from parents' about the children's needs and routines through daily discussions and the completion of documentation, such as contracts and consent forms. She exchanges information with children's key workers at pre-school and teachers at school. She supports activities children are

doing there, such as by using the song sheet the pre-school provides to teach them songs and rhymes or sharing their reading book. This provides some continuity in children's care and learning.

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

Children show they are well settled and enjoy a sufficiently varied range of activities to make satisfactory progress in their learning and development. Children are beginning to write their names clearly and find familiar letters on wall charts, taking pleasure in showing others what they know. The childminder encourages them to learn songs they are doing at pre-school to further promote their self-confidence. Children count using their fingers and explore shape and space as they model with constructions kits. They show creativity as they make collages and are aware of the differences between writing and drawing. Children model with play dough when they also learn to use various tools such as rolling pins and knives. Children develop physical skills as they ride their bicycles on the front drive or use larger apparatus in the local park. Children spend time at their activities, showing good levels of concentration. However, the organisation of their environment is not very stimulating and does not encourage them to independently develop their play and learning. There are some accessible resources, but as these do not interest the children they ask the childminder when they want to change their activity so she can pass them resources they cannot otherwise reach. In the summer children have free access to the patio for outdoor play when sand and water are available, but this is not used during the winter. This leads to few opportunities for exploratory play outdoors to further stimulate children's learning and reflect their learning styles.

Children enjoy long conversations as they talk to the childminder about their activities, and this helps them learn how to express themselves clearly and develop language for thinking. The childminder encourages children to reflect on how they are developing new skills as they make large displays of their work. She has started to record her observations of their progress, but is waiting for training next month to develop her understanding of how activities support children's continual progress towards the early learning goals.

Children develop awareness of how to support their health and safety through routines the childminder establishes and activities. When visiting the park children run fast and climb on apparatus, developing control and managing appropriate risks. The childminder teaches them how to be safe near roads as they talk about hazards. She establishes hand-washing routines and children use their own individual flannels for drying their hands to minimise the spread of germs. The childminder liaises with parents to ensure the provision of healthy diets as children's needs change. The childminder helps children develop appropriate behaviour by using appropriate strategies. She gives them clear boundaries and children respond well to praise. Children show they make links with others attending her setting and miss friends when they are away ill. The childminder provides children with emotional support as she encourages them to talk about any

worries they have when they start school and helps them respond positively to change, easing transitions.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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