

Inspection report for early years provision

Unique reference number	111403
Inspection date	26/01/2011
Inspector	Anne Nicholson
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.

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Description of the childminding

The childminder was registered in 1988 and operates with her co-childminding daughter and her mother as an assistant. She lives with her husband in a residential area close to Yately, Hawley, Blackwater and Eversley Cross in Hampshire, close to shops, parks, schools and public transport links. Mainly downstairs is used for minding and children have free access to the dining area, kitchen, playroom and supervised access to the lounge. Upstairs is used for sleeping only. Downstairs toilet and hand wash facilities are available. The garden is fully enclosed for outside play with a covered area created to allow access outside in all weather. She has a cat, tortoise and guinea-pigs as pets.

The childminder is registered by Ofsted on the Early Year register, compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. When working with a co-childminder they may care for up to 11 children, five of whom may be in the early years age range. When working with her assistant they may care for no more than 12 children where six may be in the early years age range. She also offers care to children aged over five years to 11 years. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The childminder and her co-childminder collect children from the local pre-schools and schools and regularly attend toddler groups. She is a member of an approved childminding network and currently receives early education funding for three and four-year-olds. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the Early Years Foundations Stage and learning and development requirements as seen in the wide range and quality of her policies, procedures and children's individual 'Learning Journeys'. She works closely with the parents, her co-childminder and assistant to effectively meet the individual needs of children. Children enjoy participating in a wide range of learning opportunities, both inside the home environment and at facilities within the local community, that support their personal learning and development requirements. The childminder has a good understanding of inclusion and how to promote this within her setting. A comprehensive self-evaluation process is undertaken to highlight areas of strengths within her practice and areas where reviewing current practice will further improve outcomes for children. She seeks parent's views and establishes links with other settings that also provide care for children to aid continuity and provide a cohesive approach. The childminder displays a positive attitude to the continuous improvement through undergoing additional training and seeking support from her Network Childminding group.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop alternative communication systems for children who are still developing their verbal language skills

The effectiveness of leadership and management of the early years provision

Children remain effectively safeguarded through the childminder having recently completed Safeguarding training and all adults on site having undergone suitability vetting through Ofsted. Children play within areas that are routinely risk assessed prior to their arrival, entry to the premises is only achieved via the childminder, her co-childminder or assistant opening the door and this is then locked to ensure no unauthorised access. All children are signed into and out of the provision by their parents and each child has their own attendance sheet. On outings children hear clear instructions on how to remain safe whilst out in the car or walking to and from pre-school and school. Children stay safely in pushchairs or walk in sight of the childminder, who avoids using paths close to main roads where possible.

Accidents and incidents are clearly recorded and shared with parents and administration of medication only occurs with the written consent of the parents who then sign their children's medication record when they collect them. Policies and procedures are renewed annually and the childminder places prompts within her calendar to ensure that this occurs.

The childminder shows a strong commitment to improving the service she provides to meet children's welfare, learning and development requirements and has put a lot of time and effort into improving the service and provision she provides since her last inspection. Children's 'Learning Journey's' are exemplary and include their starting points, observational assessments, photographs and their identified next steps for learning. Overall progress is recorded in an easy to read format that gives a clear picture of how children have progressed. The childminder creates summaries of children's achievements termly within the 'Learning Journey's' and parents provide verbal and written feedback to her on these. All areas of learning are well covered and areas of improvement include creating photo books of resources to allow children to choose resources in storage for themselves and labels and pictures on accessible resource boxes so that children can read or clearly see the contents and self-select what they would like to play with. Outside play is available throughout the year with the creation of a covered play area, complete with soft floor tiles, hanging pots and pans hanging for musical expression and a range of age appropriate resources. Children remain occupied throughout the session and show interest and involvement in a wide variety of play equipment. At times conflicts occur with the younger children who are developing their verbal communication skills and an area to enhance is developing additional

forms of communication opportunities for them.

The childminder and her co-childminder show strong commitment to continuous improvement and self-evaluation of the provision. She has achieved Network childminder status within her Local Authority, undertakes regular evaluation processes and participates in training opportunities. Her systems for recording children's learning continually evolve with use to ensure they remain effective for her provision.

Parents are encouraged to share details about their children's likes, dislikes and information about their backgrounds to assist during settling-in periods and their continuous support. Children's individual needs remain effectively met with links with parents and other carers in place to promote a cohesive approach to meeting these. There are positive relationships with parents and any other agencies that provide care with feedback routinely sought. She encourages parents to contribute to their children's learning profiles to support further children's development and progress. Partnerships with other providers in the locality are in place and the childminder meets with other Network childminders and the provision has established links with the pre-school children attend.

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

Children's individual needs remain excellently met within the child-centred environment which enables them to develop a good sense of belonging and settle quickly. The childminder, her co-childminder and assistant all demonstrate they enjoy being with the children and have an excellent understanding of their individual characters, likes and dislikes. Children respond well to the interaction, praise and physical reassurance from the childminder and this assists in developing their confidence and attempt new activities. Children have access to an excellent range of toys and resources that provide enjoyment, stimulation and developmentally appropriate. All resources are kept in a good condition and presented invitingly to children in boxes with labels and pictures to assist them to self-select these for themselves. This successfully promotes children's developing independence and their desire to explore and investigate. Children also benefit from a range of experiences away from the home environment including visits to Trilakes Farm Park, local parks, toddler sessions and soft play centres which provide children with new challenges, play opportunities and chances to socialise with other children.

Children play freely and make their own choices with the childminders providing additional creative and baking opportunities on top of this as seen in each child's 'learning Journey', their learning and development file. These files are exemplary and comprehensively completed giving a clear picture to parents on what activities their children enjoy, how well they are progressing through the early learning goals and the identified next steps of learning. The childminder has developed a secure knowledge and understanding of the learning and development requirements and uses this when completing her detailed observational assessments and deciding

children's developmental next steps for learning.

Children's awareness of health and hygiene routines are effectively promoted by the childminder. Children enjoy a range of snacks and meals provided by both the childminder and their parents, they all sit together at the table to eat and this develops their socialisation skills and awareness of table manners. Children use wipes after they have eaten and can independently access the downstairs toilet and sink, seeing a poster promoting hand washing within the bathroom to assist in this. Each child has their own name embroidered on their towel. Drinks remain readily accessible throughout the day. The childminder minimises the risk of cross-infections through maintaining a high standard of cleanliness, promoting good hygiene practices during nappy changing and excluding infectious and ill children. Children have access to a covered outside play area and participate in walks to schools and pre-school to get out into the fresh air.

The childminder has developed the organisation of her inside and outside play environments since her last inspection to support children in consolidating their skills both inside and outside. Children can be creative and mark-make both with crayons and paints inside as well as outside, the outside physical play resources all have spaces and labels to hang up on the wall. Children see an abundance of pictures, posters and labelling around the provision. They have daily access to mark-making materials all of which assists them in developing their awareness of language and literacy. They enjoy using the measuring tapes to see how long their toys and resources are, working together a child on each end of the tape. They enjoy listening, dancing and singing along to action rhymes and songs and can use the CD player by themselves.

Children can play within an environment where potential hazards are minimised through the routine use of safety devices to prevent their access. Children participate in regular emergency evacuation procedures to increase their awareness of the routine to follow in the event of an emergency. They receive encouragement to respect and be kind to each other and the childminder recognises the importance of using a consistent approach with them all. They receive encouragement to share during activities and participate in a range of planned and impromptu opportunities to gain an awareness of other countries and diversity. Children build exceptionally positive relationships with their peers and the childminder. They confidently explore their surroundings and seek and are given reassurance when required. Children learn how to keep themselves safe within the premises and whilst participating in activities. They have opportunities to gain awareness of how to keep themselves safe when out as the childminder has made a zebra crossing, traffic lights, crossing signs and got a high visibility jacket for the children to use in their role play outside. Children of all ages engross themselves in activities that they can choose themselves from the shelving units, boxes or select from the photo albums of resources. Children receive a balance of verbal support, encouragement and physical support within their play and the childminder encourages their communication. Currently several young children of the same age attend who are still developing their verbal communication skills and at times conflicts occur where children cannot articulate their requests to other children or they just want what the other children have even though alternatives are accessible.

They have excellent opportunities to learn about the natural world and access outdoors in all weather. Children enjoy planting bulbs and making their own mini scarecrow to protect these. Older children participate and create notices to display near these bulbs requesting the squirrels leave them alone after they started eating them. They enjoy visit to see the animals at Trilakes Park farm and talk about the different animals they see and the sounds they make. The childminder increases their awareness of nature through discussion and visits and the children enjoy making creative displays such as a tree with the leaves made up of hand prints. They participate in activities that support their awareness of the wider world and different cultural celebrations. Recently they have made Christmas decorations and photographs show that they enjoyed painting and gluing to make wreaths.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	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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