

Inspection report for early years provision

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Inspection date	14/02/2011
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).

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 2006. She lives with her husband and their six children in Weeke, Winchester. The childminder lives within walking distance of local shops, schools and parks. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has two children on roll in the early years age group attending part time, and four children in the older age group attending after school. She is registered to care for a maximum of three children under eight years at any one time, no more than two may be in the early years age range. The childminder provides care from Monday to Friday throughout the year.

The childminder is a member of the National Childminding Association. The childminder holds a Level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures children make excellent progress in their learning and development through exceptional systems for monitoring their progress and planning for their next steps. She has good systems in place to support children's health and safety, and most records and documentation are well maintained to safeguard children and support their welfare. She thoroughly evaluates and continually introduces improvements that benefit the children. She establishes strong partnerships with parents and other provision children attend, sharing information and records to provide continuity in their care and learning.

What steps need to be taken to improve provision further?

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

- update the risk assessment record to include all identified risks including the low wall and steps in the garden, the bathroom lock and all types of outings.

The effectiveness of leadership and management of the early years provision

The childminder develops policies and procedures and shares these with parents by copying them onto a computer disc. She maintains most records well, such as for accidents and medication, which parents sign. She thoroughly risk assesses the

children's environment, reviews her risk assessment record and takes steps to reduce hazards appropriately. However, the record does not include all possible hazards, such as the garden steps and wall, the bathroom lock or all types of outings, to further support its review. All adults living on the premises have undergone suitability checks to safeguard the children. The childminder has attended an initial safeguarding course and training on how to work with others supporting children's identified needs and shows good understanding of the procedures to follow. This safeguards the children well.

The childminder thoroughly evaluates her provision. She identifies her main strengths and weaknesses and continuously takes action to improve. For example, she has developed exceptionally proficient methods for monitoring children's progress and planning, leading to outstanding outcomes in their learning and development. She is attending training for the Diploma in Home-based Childcare (a Level 3 qualification) and has completed various other courses including food safety, manual handling and the Early Years Foundation Stage. She identifies future training she wishes to do, such as advanced child protection and children's schemas, which will help her to further identify and support their individual learning styles. She is currently aiming to become a community childminder, working more closely with the local authority to support children with identified needs. This reflects a strong commitment to the continual development of her provision.

The childminder is well organised and provides a stimulating environment for the children. Resources are rotated and stored so that they are easily accessible, which allows children to make independent choices in their activities. They have free access to the garden, which is set up ready for use with large equipment and opportunities for exploratory play, such as a tray full of coloured rice with their favourite cars and trucks. She considers sustainability by encouraging children to grow plants, and has seed potatoes ready for planting this year. Children model with recycled materials such as bits of wood. She provides a treasure basket containing natural and recycled resources for the children to explore, such as feathers or used bottles with different fillings to shake.

The childminder provides resources and activities that raise children's awareness of social diversity. They have regular outings into the community, when they socialise in larger groups and meet children from diverse backgrounds and with special educational needs and/or disabilities. This provides opportunities for the childminder to promote positive attitudes as they become aware of similarities and differences. The childminder ensures she reflects children's individual needs through seeking information from parents and other settings they attend.

The childminder works closely with parents and other provision children attend to provide good continuity in their care and learning. Children transfer more confidently to school through the childminder taking them on school visits when working parents are unable to. She uses school records to update her own records of children's progress, so that she continues to build on their new skills and identify any areas for further development. Letters from parents reflect how highly they value her provision and the progress their children are making. They appreciate the childminder's support and advice. She keeps parents informed about their

children's progress and activities. They share information verbally at handover and daily diaries, and promptly read new observations carried out on their children. Some parents contribute to the daily diaries to further help the childminder identify and build upon children's new progress and interests.

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

Children are relaxed and happy as they play. The childminder shows very good understanding of the Early Years Foundation Stage and supports children's learning and development highly effectively. She rigorously monitors children's progress towards the early learning goals. This helps her identify any gaps in her provision or areas where they need more support. She makes excellent observations of their progress supported by photographs and samples of their work. She uses information from parents and teachers to further support her monitoring of their progress. She ensures activities are planned that provide opportunities for learning in all areas, and which support their identified individual next steps. She reviews activities and observations to check how effectively learning aims have been delivered and achieved. This ensures that children systematically build on their prior experiences and learning, and leads to their making exceptional progress towards the early learning goals.

Children develop independence as they freely select their activities from a good range of accessible resources. The childminder knows the importance of allowing children opportunities to play independently, and they play happily without support as they initiate their own play and learning. She balances this with times when she is closely supporting their play, extending their ideas and thinking skills. Children enjoy their activities and have challenges that extend them well. They develop awareness of technology as they use battery operated toys that speak and light up as they identify shapes and colours. As they line their cars up the childminder encourages them to match colours and count. Children respond to the childminder's ideas as they playfully drive their cars over and identify various parts of their bodies. Children are developing communication skills very well as they repeat everything the childminder says. She models language and new words, and organises music sessions with other childminders to build on children's already wide repertoire of songs. Children share their individual photograph albums with each other, containing pictures of significant others such as family members and new friends they have made with the childminder. This helps them develop a strong sense of belonging. They move into the garden where they find their favourite toys sitting in a tray of rice, as the childminder uses their interests to encourage them to explore different materials. They develop control and awareness of space as they use larger resources and drive wheeled toys into tight gaps, climb the slide and use the swing.

Children behave in ways that promote health and safety awareness and positive attitudes to learning. They wait for the childminder to support them as they climb the steps in the garden and she ensures they do not play near the wall. Younger children are always supervised in the bathroom, while older children know not to

lock the door but just to close it for privacy. Children stand still when the childminder reminds them they must finish their mouthful for safety before going to play after snack time. Children have appropriate challenges as they visit soft-play centres, while in the garden they learn how to sit safely at the top of the slide with the childminder's help. Children participate in emergency evacuations and the childminder later reflects on these with them to check they understand how to act safely. Children follow good hygiene routines. They allow the childminder to clean their faces but are less happy about nappy changes. The childminder shows sensitivity as she acknowledges how they feel, and they quickly say 'okay', knowing their feelings are appreciated. Children try new foods as they develop their tastes and the childminder praises them for eating a blueberry and for trying a raspberry, which she knows they are not so keen on. She provides varied and nutritious meals for the children made from fresh ingredients. She ensures they have plenty to drink, although this is often very dilute squash due to their personal preferences, rather than healthier options of water or milk. The childminder knows about children's allergies and has taken instruction on how to administer their allergy pens, so is able to support their medical needs.

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	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	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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