

Inspection report for early years provision

Unique reference number	112894
Inspection date	23/02/2011
Inspector	Alison Kaplonek

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 to care for children since 1991. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may occasionally work with an assistant in agreement with parents.

The childminder lives with her husband and grown up son in a house in the Hordle area of Hampshire, close to local schools and shops. All areas of the property are used for childminding and toilet facilities are on both floors. There is a fully enclosed garden for outdoor play. The family has two dogs and some small birds and fish indoors.

The childminder is registered to provide care for six children from birth to eight years; of these, three may be in the early year's age group. When working with an assistant they may care for seven children at any one time; of these, four may be in the early year's age group. There are currently six children on roll who attend part time; of these, four are in the early year's age group. The childminder has good links with the local school and pre-school.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association and her local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder makes good provision for children in the Early Years Foundation Stage. She provides children with a welcoming, safe and interesting environment that meets their needs well. Children are able to access a varied range of resources and enjoyable activities linked to all areas of learning. The childminder is well qualified and experienced in caring for children and is constantly improving her knowledge and understanding. She carries out good self-evaluation and is aware of the strengths of her provision and has already identified some areas for continuing improvement.

What steps need to be taken to improve provision further?

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

- increase the range of positive images and actively promote and encourage children's understanding of their own unique qualities and the characteristics they share with other children
- develop further the assessment and planning systems, to make certain that the next steps for children's learning are clearly linked to the Early Years

- Foundation Stage curriculum to enable the best possible progress to be made
- update the complaints record to bring it in line with the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures and well organised record keeping ensures that all children's welfare needs are met. Children are generally well safeguarded as the childminder carries out effective risk assessments for outings, the premises and the car. The childminder supervises children at all times and that they are not left with unvetted adults. She has a written safeguarding children policy that she shares with all parents. She understands her duty to follow up any concerns she may have about the children in her care. She keeps a record of any complaints, although these are not currently in line with the Early Years Foundation Stage framework.

The childminder welcomes all children into her care. She works closely with parents and other settings to meet children's individual needs. She obtains a wide range of information from parents about their children's welfare and developmental needs and ensures they are provided with feedback when they collect their children. A good range of resources and materials are available to children, who happily initiate their own play and learning. The childminder has some resources in place to encourage children to talk about differences and valuing others; however, she does not actively promote equality of opportunities or children's understanding of their own unique characteristics. The childminder continually strives for improvement through linking with other childcare professionals and sharing expertise.

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

Children make good progress in all areas of learning and development. They take part in a wide range of activities; some of these are adult-led, such as making play dough or reading stories together, and others they happily initiate themselves. They enjoy cooking, using dough or playing in the garden. Children have easy access to most resources. They help themselves to pens and paper, small world resources or role play equipment. Older children use their imaginations, as they make paper aeroplanes and pretend they are flying to Turkey for their holiday; they confidently ask the childminder to join in with their play or for support as they fold the paper shapes and draw the people looking out of the windows. Babies enjoy exploring treasure baskets or just watching the other children play.

The childminder makes good use of the local community and children regularly visit the park, the beach or the library. They visit toddler groups and soft play areas, where they learn to interact with other children and adults. The childminder knows the children in her care very well and picks up on their particular interests,

providing activities that involve them in their learning. She makes good use of the many observations and photographs she takes of the children, using these to inform her assessments of their progress. These assessments are used to plan activities for each child and to ensure they are making good progress. However, the next steps identified for children are not always clearly linked to the Early Years Foundation Stage curriculum, to ensure the best possible progress is made.

Children play and learn in a secure and welcoming environment. The use of thorough risk assessments, safety equipment and effective record keeping ensures children's safety. They are beginning to learn about keeping themselves safe, when crossing the road or learning to use large play equipment carefully. Children have an active life style, walking to school and doing lots of outdoor activities. They talk with the childminder about how exercise helps them to develop healthy hearts, bones and muscles. Nutritious meals and snacks are provided in accordance with the parents wishes and young children can access their drinks at any time. Children learn good hygiene procedures, such as washing their hands with soap and using their individual towels before they eat or after they have touched the dog biscuits. All children are welcomed into the setting and provided with some resources and activities to help them talk about differences and valuing each other. They learn to be polite to each other and often help the childminder; for example, getting the baby's bib or toy. They respond well to praise and are well behaved and good at sharing and taking turns. All children are gaining in confidence and their wellbeing is assured.

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	3
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met