

Inspection report for early years provision

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Inspection date	03/03/2011
Inspector	Amanda Shedden
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 for more than 20 years. She lives with her husband and adult daughter, in a house in the village of Braishfield in Hampshire. The childminder is also a registered foster carer for teenagers. The ground floor of the childminder's house is used for childminding and there is an enclosed area for outside play which is specifically for minded children.

The childminder is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and is currently minding 17 children on a variety of part time contracts, some of which are term time only. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The childminder has two cats.

She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's individual needs are met due to the childminder's understanding of their needs. Children's learning and development is progressing well, the childminder uses her observations and knowledge of the children to develop them further although she does not plan to include their next steps. This is a fully inclusive setting where all children feel valued and included. The childminder monitors her provision and makes adjustments to her practice for the benefit of the children. She attends courses to ensure her skills and knowledge are kept up to date. Children's welfare is promoted well with most safeguarding procedures in place.

What steps need to be taken to improve provision further?

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

- analyse your observations to help plan 'what next' for children
- obtain written permission for each and every medicine from parents before any medication is given.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well; the childminder has undertaken training in this area and has procedures in place to ensure the children are safe at all times. She is fully

aware of the procedure that needs to be followed if she had a concern about a child in her care. Risk assessments are in place for all areas the children use both inside and outside the home. There is an effective fire procedure in place which the children are familiar with. The childminder has created a range of policies and procedures that support her practice which is shared with the parents. Most written parental permissions are in place, however not all permissions to give a children medication are fully in place.

This is a fully inclusive setting where the children's differences are fully acknowledged; each child is treated as an individual the interaction of the childminder encourages their development according to their own needs. They learn about their own and other cultures through activities and discussions.

Children have access to a wide range of resources that are suitable to their stage of development. They are displayed in a manner to encourage children to self-select and the childminder rotates them to ensure the children stay interested and have different experiences.

The childminder has started to evaluate her practice and is undertaking training to help her develop this area. She has liaised with other agencies and the parents to help her identify areas of improvement. She undertakes training that helps to develop her knowledge and skills which in turn benefit the children.

The childminder has good relationships with parents and other providers involved in the children's care. Parents are aware of the observations made on their children and are invited to contribute their thoughts about their child. Daily discussions take place to ensure that both parties are fully aware of the experiences the children are having promoting continuity of care. Parents value the care and experiences their children receive at the childminders.

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

The childminder has a sound understanding of child development and how children learn. She uses these skills to ensure that children are making good progress towards the early learning goals. She observes the children regularly however the assessing and further planning of activities are not fully in place. Children play alongside each other well, they take turns and co-operate with each other. They have great fun playing in the dark den using a range of ultraviolet toys that shine and reflect inside. Their co-ordination and physical skills are developing as they learn to turn the resources on and off.

The childminder uses her skills and understanding of the individual child to increase their understanding of number, she uses play opportunities for instance, when playing with the trains to count and to take away asking open questions to encourage the child to count for themselves. When encouraging their speech she talks clearly to the children encouraging them to respond.

Children have a good balance of child-initiated and adult-led play. They are often encouraged to be independent as they choose what they would like to play with and they become engaged in different types of play from using their imagination as they dress up in emergency services clothes or increase their physical skills by playing football and basketball. The positive interaction of the childminder ensures that they are learning through their play.

The positive relationships the children have with the childminder and other children enable them to be confident and comfortable in the home. This is reflected in the good behaviour of the children who clearly know the rules they respond well to her calm and consistent manner. She encourages children to learn good manners they are very good at saying 'please' and 'thank you' at the appropriate times.

Children are becoming aware of healthy lifestyles. Each day they access the fresh air either as they walk to school and stopping at the park or when they visit local amenities such as the woods or country parks. They are becoming independent in their self-care skills and dry their hands on their own towels minimising any cross infection. Parents provide their meals which are stored correctly and the childminder will offer fruit to the children during the day.

Children feel safe with the childminder. They confidently move around the rooms and garden, they interact with each other and the childminder knowing her response will be positive if they for instance wanted different resources. They have practised the evacuation procedure so if an emergency arose they would know what to do. They know the rules when they are out with the childminder holding on to her or the pushchair before crossing roads.

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