

Inspection report for early years provision

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| Unique reference number | 113093 |
| Inspection date | 08/03/2011 |
| Inspector | Coral Hales |
| 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 registered in 1991 and lives with her husband in Alton, Hampshire. Children use the ground floor of the house, with the exception of the kitchen. They have access to the bathroom and one bedroom on the first floor, which is used for sleeping purposes. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare register. She is registered to care for a maximum of six children under eight years. There are currently five children on roll, four of whom are within the early years age range.

The childminder drives to local schools to take and collect children and she attends local parent/toddler groups. The family has a dog which does not have access to the minded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality and interests are respected and nurtured by the childminder which ensures they are valued and included. They are very happy and settled with their caring and enthusiastic childminder and clearly enjoy the time they spend with her. Children are making good progress in all areas of their learning and development. They benefit significantly from the excellent partnerships with parents and the strong and effective links with other professionals. The childminder has suitable procedures to monitor and evaluate her provision and is implementing a written self-evaluation document. She is committed to making continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. Update the record to include any assessments of risks for outings and trips.

04/04/2011

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

- update child protection policy to ensure it refers to the guidance issued by

the Local Safeguarding Children Board

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder demonstrates clear knowledge relating to child protection. She has recently attended advanced child protection training and has all relevant documents in place to share with parents. However, the policy is not fully in line with current guidance. The childminder has completed a full risk assessment; however, a written record containing all required details is not maintained. The assessment does not include outings undertaken with the children. Children are reminded regularly about simple safety rules, for example, to pick up toys from the floor if not being used. The older children are very confident and tell the inspector that exits must be kept clear in case there is a fire and they need to get out of the door.

The childminder is experienced, enthusiastic and self-motivated and continues to update her knowledge by attending a variety of courses. She clearly enjoys her role with the children. The childminder has a positive and friendly manner and clearly demonstrates the ability and commitment to maintain continuous improvement. Regular reflection and her written self-evaluation help her to identify her strengths and further areas for development. Good progress has been made in addressing the recommendations from the previous inspection.

Partnerships with parents are excellent and strong partnerships exist with most other providers. Parents are extremely happy with the care given and the range of activities provided for their children. They feel they are fully informed at all times and often stay to chat and all documents and records are shared.

The premises are organized extremely well and children have the freedom to move around freely between the lounge, dining room and conservatory. Resources are colourful, age related, interesting and stimulating and provide excellent support to children as they learn. All are fully accessible and children initiate their own play at all times. The childminder fully interacts with them at all times and ensures that are settled in their play. She offers excellent support and gently extends their learning when appropriate.

The childminder has a clear understanding of how to support children and their families. All are valued and respected as individuals and receive appropriate and additional help when needed. Children relate well to the guidance and constant praise given by the childminder, as they take part in activities. They behave well because they know what is expected of them and simple rules and appropriate boundaries are in place. They learn to take turns and share play resources with one another.

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

The childminder has a clear understanding of the Early Years Foundation Stage framework. She knows her children really well and provides a broad selection of suitable activities and they make good progress in their learning. She effectively observes and records the children's progress and achievements and keeps parents well informed through daily discussions at the end of their session.

Children are extremely confident and show good levels of independence, are interested, excited and motivated to learn. Their language skills are well developed and they are confident to discuss their feelings and ideas with the childminder. They select a favourite book and all sit cuddled up to look at the pictures and join in with enthusiasm when they remember favourite parts. The childminder extends learning as she reads the story; for example, she introduces the word 'wrench' when talking about the tools the builder is using in the story. Later the children return to look at the book again and have fun lifting the flaps and laugh when one says something silly. Their imagination develops as they for example, play with diggers on the mat and when sharing issues arise they listen to the childminder and learn to take turns.

The baby has fun watching the older children and then sits quietly with a petrol tanker and attempts to fill a car with petrol. He concentrates really well on this activity happily chatting to himself.

Children learn about their local environment when they go out into the community to visit others. They enjoy going on visits to places of interest out in the countryside and they learn about those around them when they go into town. These experiences enable them to enjoy being out in the fresh air and enjoy learning in the natural environment. Children follow good hygiene routines and independent self-help skills are developing. Care routines for the younger children flow in line with individual requirements and parental wishes.

Children have very good self esteem and demonstrate a clear sense of belonging in an environment where their individual needs are met and sensitively responded to. For example, one child is feeling a 'bit poorly' so receives lots of attention and cuddles and this helps them to settle. They are comfortable in her care and actively seek her support and really enjoy her interaction. Children feel safe and content in her care. She acts as a good role model and encourages them to become aware of their own safety giving gentle and sensitive reminders when necessary. In the home she helps them to learn about fire safety and they take part in emergency evacuations. When out in the community she helps them to develop their understanding of simple roadside practices.

The childminder provides opportunities for children to learn about healthy foods for example, while they wait for snack they look at a poster and tell the inspector which is their favourite fruit. The childminder provides nutritious balanced snacks or children bring their own and she talks to them about what they are eating

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

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| 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

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| 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 | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 1 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 04/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 04/04/2011