

Inspection report for early years provision

Unique reference number	EY342304
Inspection date	09/03/2011
Inspector	Sheena Bankier
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 has been registered since 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for four children under eight at any one time. There is currently one child on roll in the early years age group.

The childminder lives with her partner and two young children in Tadley, Hampshire. The whole of the ground floor of the childminder's house with the exception of the study is used for childminding. There is an enclosed garden for outdoor play. The family have a pet rabbit in the garden.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder values children as individuals and recognises their uniqueness. Children benefit from a good range of outings, activities and experiences that actively promote their learning and development. Good routines, procedures and practices, overall, support children's safety, learning and wellbeing strongly. The childminder actively drives improvements to her service through training. She works effectively with parents and others, which strongly contribute, to children's learning and wellbeing.

What steps need to be taken to improve provision further?

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

- review arrangements for children while eating small snacks and drinking whilst playing to promote the safeguarding and welfare of children further
- encourage parents to review their children's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her responsibilities to safeguard children's welfare. She understands how to recognise potential concerns and in the event of these arising, how to respond by following robust safeguarding procedures. The childminder has effective procedures to promote children's safety in and outside of the home, for example, she has good risk assessments that identify potential hazards and detail the action she takes to reduce these. She

completes daily checks and tasks to ensure her home is clean and safe for children's arrival.

Effective use of space enables children to have different areas for play and rest times. The good range of resources are easily accessible and stored carefully to maintain them well. The childminder makes good use of local facilities to increase children's experiences and learning, such as, toddler groups, walks and parks. Resources and activities support children's good understanding of diversity, for example, art and craft activities to make masks for Chinese New Year. The childminder very positively values children and treats them with clear equal concern and consideration.

The childminder actively drives good continuous improvement. She is currently working towards a recognised childcare qualification. This enables her to develop and increase her good practice. The childminder encourages parents to provide their views and suggestions and notes children's interests and ideas to support successful self-evaluation. Parents receive good information about the childminder's service, such as, written policies and procedures. The childminder and parents exchange information daily, for example, children's immediate needs, their progress, and activities and their day. This strongly supports consistency and continuity in children's care and learning. The childminder recognises the importance of working in partnership with others, for example, good communication and organisation results in smooth transitions for children, which promote their wellbeing effectively.

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

Children enjoy warm, affectionate and fun relationships with the childminder. The childminder works closely with parents to provide familiar routines for children. As a result, children feel safe and secure. The childminder provides calm and consistent management of behaviour that gently supports children as individuals, and provides equal boundaries for all. She strongly encourages children to develop good manners and respectful behaviour to others. Children benefit from good praise and encouragement that increases their confidence and feelings of self-worth.

The childminder very positively interacts with children, she asks good questions and encourages discussions. This supports and underpins children's play and learning successfully. The childminder maintains accurate records of children's learning and development through written observations and photographs. She actively identifies children's next steps of learning to plan for children's progress. As a result, children make good progress towards the early learning goals. The childminder currently does not fully encourage parents to access the records of progress or contribute to them, to provide a wider picture of children's progress. Children take part in play and activities that develop good skills for the future, such as, counting and correspondence, to find out how many blocks there are.

Children benefit from a broad range of experiences in and outside of the childminding home. Visits to toddler groups and creative play sessions enable children to meet and interact with a wider group of children and adults. As a result, children increase their social skills. Children enjoy looking at books and the childminder uses these effectively to support learning, for example, encouraging children to talk about the pictures, counting items in the pictures, and identifying colours. Children enjoy imaginative and creative activities, for example, role-play where they care for 'babies' and take them for 'walks'.

Good hygiene routines support children's good health effectively, such as, individual changing mat for nappy changes. This avoids cross infection. Parents provide meals for children, which the childminder stores appropriately to keep food fresh. The childminder provides healthy snacks and drinks, such as, water, fruit and breadsticks. Children mainly sit at the table to eat, at times though, they play and walk about while drinking or eating. This does not fully promote children's safety while consuming drinks or food. Children benefit from daily walks, play in the garden and visits to different parks. As a result, children enjoy regular fresh air and physical activity. During walks the children develop their understanding of keeping themselves safe, such as, practising 'stop, look, and listen' when crossing the road. The childminder supports children effectively in challenging their physical skills safely, for example, she closely supervises children using large play equipment.

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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