

Inspection report for early years provision

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Inspection date 09/03/2011
Inspector Lynne Lewington

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 1997. She lives with her husband and their three children in Chineham on the outskirts of Basingstoke. The whole of the ground floor and parts of the first floor are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently four early years children on roll. She drives to the pre-school to take and collect children. The childminder regularly attends local children's groups and the family owns a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This warm welcoming setting provides good opportunities for children to learn and develop. The childminder works closely with parents to ensure specific needs are met and all children are treated as individuals. Risk assessments are comprehensive and the documentation maintained helps to ensure children's well-being. The childminder informally self evaluates her service accurately identifying her strengths and areas for further development. She regularly undertakes training opportunities indicating her desire to continually improve.

What steps need to be taken to improve provision further?

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

- Undertake a fire drill to ensure the premises can be swiftly evacuated in an emergency 24/03/2011

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

- develop the learning journals to clearly indicate the progress the children are making in their development

The effectiveness of leadership and management of the early years provision

The childminder has a clear awareness of the possible signs and symptoms of child abuse and neglect and the procedure to follow, if she has any concerns about child in her care. Parents know about her role with regard to child protection, due to the clear simple safeguarding policy. Comprehensive risk assessments are in place for the setting and outings and daily checks are undertaken ensuring the children's

safety at all times.

The childminders demonstrates an excellent awareness of equality and diversity and adapts her service to meet the needs of the children she cares for very well. She clearly recognises their individuality and adapts ensuring that all children have the attention and opportunities they need. Children learn to respect and be tolerant of each other through the childminders calm example and the many opportunities they have to socialise and meet different people.

Reflection is part of the childminders informal routine. She considers her service, identifies strengths and weaknesses and takes steps to develop and improve. For example, she is attending training to learn Makaton in order to improve communication opportunities for children in the setting. She meets regularly with other childminders and has opportunities to discuss practice issues.

Good use is made of all the available space on the ground floor of the property to enable the children to play in the lounge and dining kitchen. An attractive secure garden is available for outside play enabling the children enjoy fresh air and outdoor activity daily. The children move freely and safely around the areas used for childminding. This helps to develop confidence and a sense of security in the environment. They have easy access to toys and resources developing their abilities to make choices in their play. Children learn to pack away toys before moving onto other activities ensuring the floor space remains clear for the next activity.

Parents praise the exceptional service the childminder provides. They comment on the warm and caring relationship she has developed with the children and their confidence in her abilities to care and encourage the children's development. She provides parents with a pack of policies that includes useful information about the way she organises her childminding service. This system benefits children, because it ensures that their parents are well-informed and have easy access to information they may need in the future. The childminder provides an informal exchange of information about the children's day and shares the many photographs and observations she undertakes.

Positive partnerships are built with others to ensure children's interest are always being considered.. She shares her development records with pre-school and works co-operatively with other professionals involved in children's lives, such as Portage workers and physiotherapists. The childminder makes good use of training opportunities to update and extend her knowledge and skills.

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

Children clearly enjoy and achieve in this relaxed, happy, homely atmosphere. They have freedom to make their own choices about what they do and frequently ask the childminder to participate. She joins their activity sitting on the floor with

them to read to them, build models or give cuddles. Children thrive on the warm nurturing care which helps to build their self esteem and confidence. The childminder respects children's decisions, about what they choose to do and helps them to find the games and resources they want.. For example, they play picture dominoes increasing social skills as they learn to take turns, physical skills as they move the dominoes to the correct position and matching skills as they identify the symbols.

The childminder demonstrates that she is interested in what they do when they are not with her through her conversations with the children. She knows their siblings and is able to have informed conversations. This helps children feel valued. Children enjoy listening to stories and use books independently turning the pages and narrating the familiar story. They have opportunities to use crayons, pencils and paint to make marks regularly. Children show increasing awareness of shape, position and pattern as they do puzzles and they count as they play and undertake daily tasks. Outings to the park, seaside, canal boat trip and regular opportunities to feed the donkeys and ducks all help to improve children's awareness of the world around them. They undertake creative activities using a broad variety of resources. The childminder increases their awareness of traditions and customs. For example they make pumpkin heads at Halloween and pancakes on pancake day. The childminder monitors the children's progress and thinks about how she can encourage and promote the next steps in their learning through a variety of experiences and activities. Whilst the observations do link to the areas of learning and mention potential next steps, records do not clearly identify the progress the children are making.

Children are self-assured as the childminder acknowledges them as individuals and treats everyone with equal concern. She is patient and calm as she deals with the demands of young children consequently children learn from the good role model she provides. Children are encouraged to share, take turns ,use good manners and think about others and peoples feelings as they play. They play and meet many different children and adults whilst in the childminders care enabling them to learn about and accept differences.

Children are safe in the childminders care, as she identifies areas of potential risk and takes sensible steps to minimise them. Children learn rules for their own safety, as the childminder guides and explains thing to them. For example they learn about road safety, to use equipment with care and listen carefully. Whilst a fire evacuation plan is in place the childminder has not undertaken this with the current children to ensure the premises can be swiftly evacuated in a hurry.

Exceptional care is taken to encourage children to develop a healthy lifestyle. Children clearly know the familiar routine they need to follow before they have food. When they know it is lunchtime they lead the way to wash their hands, using their own towels to dry them. This helps to prevent the spread of germs. Clear comprehensive guidance is in place regarding sick children informing parents of the need to keep sick children at home. Children enjoy a broad variety of fruit snacks and are encouraged to drink water frequently throughout the day to prevent dehydration. Simple meals, for example, wholemeal ham and cheese sandwiches, vegetables and yoghurts enable the children to eat healthily and enjoy

the social occasion of sitting to the table with friends. The childminder talks to the children about healthy eating increasing their awareness of the benefits of some foods. Good care is taken to ensure children's dietary needs are understood and met appropriately and if parents wish they can provide food. Children have very good opportunities to be active and develop a positive attitude towards exercise as the childminder encourages them to enjoy physical activity on the many outings they undertake.

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	1
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

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	1
The extent to which children make a positive contribution	1
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