

Inspection report for early years provision

Unique reference number	EY347365
Inspection date	21/03/2011
Inspector	Louise Bonney
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2007. She lives with her husband and their two school-aged children in Aldershot, Hampshire. The home is within walking distance of local amenities. The ground floor of the property is used for childminding and there is an enclosed garden for outside play. The family have dogs, a cat, rabbits and a guinea pig.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has three children on roll in the early years age group attending part time, and two children in the older age group. She is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. The childminder provides care from Monday to Friday throughout the year.

The childminder regularly visits the childminders' support group and the local Sure Start children's centre. She is a member of the National Childminding Association and the local Aldershot Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates clear understanding of the Early Years Foundation Stage welfare and learning requirements, and overall provides an inclusive environment where children thrive. Children develop exceptional awareness of health and safety issues through the childminder giving them clear guidance at all times. She rigorously risk assesses the children's environment and most risk assessment records are in place, which together with the implementation of her procedures and policies ensure children are safeguarded effectively. She develops strong partnerships with parents and shares information with others supporting the children, providing good continuity in most aspects of their care and learning. She continually develops her own knowledge and her provision to the benefit of the children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include outings
- include in the equal opportunities policy how support is to be provided to children who have English as an additional language and use the effective practice examples in the Early Years Foundation Stage practice guidance.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment. She records her thorough risk assessments of the premises, reviews the record and maintains a more frequent check list. She explains clearly how risks are managed on outings, although these are not included in her written risk assessment to further support their review. All adults in the household have appropriate checks carried out by the regulator to ensure their suitability. The childminder has advanced child protection training and shares her safeguarding procedure with parents. She records existing injuries and implements her written policies and procedures, which include information about where to seek support or report concerns. She promotes health and safety exceptionally well throughout children's activities. This safeguards the children well.

The childminder shows drive as she continually develops her own knowledge and develops her provision, and has recently achieved a Level 3 qualification. She is a member of the local childminding association and has a support network, providing opportunities to regularly meet and discuss childcare issues with others. She is always discussing her provision with parents in order to provide a responsive service that is flexible and supportive. Since her last inspection she has increased children's access to sensory play and resources to support their role play, improved her written policies and procedures, and further strengthened her partnership with parents. She has clearly identified plans for future development. These include developing her observational assessment systems to more clearly reflect children's progress towards the early learning goals and identify their next possible steps, to develop a visual reference tool to support children's choices of resources, particularly those with English as an additional language, and to develop the garden to better support all-weather play. This reflects a good capacity to maintain the improvement of her provision.

The childminder organises her provision well. Children have a wide range of durable and good quality toys and equipment. The childminder has divided the garden into two secure areas with equipment for younger and older children separated. This allows all to have access to age-appropriate equipment such as low climbing frames and slides for toddlers or a higher slide, swings and a trampoline for older children. Children learn about sustainability as they use recycled resources and explore treasure baskets containing household and natural materials. They take part in planting activities as they grow fruit and vegetables. The childminder makes good use of other settings to complement her own provision. While her garden is not suitable for all-weather play, children have frequent opportunities for outdoor play and access to resources such as sand and water when they visit parks, toddler groups and the Sure Start children's centre.

The childminder provides an inclusive environment that is welcoming to all children. Her policies and procedures reflect her commitment to ensuring children's individual needs are identified and met. She seeks information from parents through contracts, consent forms and discussion to agree provision and identify children's starting points and care needs. She provides resources and activities that

promote children's awareness of diversity. She plans activities that take into account their individual routines and levels of development. However, she has not fully considered how to share information with parents whose children speak English as an additional language, in order to agree support in ways that have been shown to be most effective.

The childminder works closely with parents to provide continuity in children's care and learning. Written feedback from parents is highly positive. They describe the rapid progress their children make, the excellent communication they have with the childminder and the good advice they receive from her. The childminder completes a daily diary for each child which provides parents with detailed information about their children's progress and interests, as well as care issues such as their diets. In addition she provides good opportunities at handover for discussion, when she learns about children's new experiences and development at home. This helps the childminder and parents develop a comprehensive picture of children's progress and supports good continuity. The childminder develops links with others supporting the children, such as pre-schools. She tells staff about children's interests and complements pre-school themes at home to extend children's understanding, although they do not share children's learning records and next identified steps to further provide continuity in their learning.

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

The childminder observes children's progress and records this together with some photographs and samples of their work. She demonstrates good understanding of each child's level of development and promotes their learning through activities that are supportive and fun. Children freely access resources that they find stimulating which are set out accessibly, helping them to develop independence and confidence as they initiate their own play and learning. The childminder plans the provision of resources and some adult-led activities to further promote children's development, such as setting out a baby walker as crawling babies begin to stand up and walk with support, or cookery activities to encourage measuring and exploring materials. This leads to children making good progress. The childminder has plans to more rigorously monitor children's progress by linking her observations to the early learning goals in order to further ensure their systematic progression.

Toddlers and babies show they are happy and secure with the childminder. They enjoy playing alongside each other and are beginning to learn how to share and take turns with support from the childminder. They respond with a smile as the childminder praises them when they pass a crayon to another child and show they are beginning to think about other's needs. Children develop awareness of technology as they press buttons on toys that make noises. Children with English as an additional language benefit as the childminder speaks clearly and establishes good eye contact with them. They repeat words as she names their foot, toes and legs during playful exchanges while changing their nappies. She responds quickly to children's gestures and expressions and describes what they are doing to

encourage their communication skills. She is seeking key words in children's home languages but does not do this as soon as they start attending in order to more effectively promote their confidence and communication.

Babies explore shapes as they join large construction blocks together. They problem solve as they play, learning how to balance objects on top of others, or to pull themselves up on sturdy equipment while maintaining their balance. She encourages children to develop friendships as she helps them play together and to say each other's names. Children develop pencil control as they do colouring activities and hold up their pictures with delight when complete, asking confidently for more paper. The childminder promotes counting and recognition of colours as they draw, extending the activity according to children's individual levels of understanding. Children show positive attitudes towards learning as they repeat numbers, ask for the next one and excitedly clap their hands and laugh when they reach 10. Children learn about their communities and develop awareness of diversity through planned activities that reflect world-wide festivals and have frequent opportunities to socialise in larger groups. The childminder learns about children's home cultures and reflects these in her provision. This helps children learn about and value similarities and differences between people.

Toddlers show exceptional awareness of how to support their health and safety as the childminder uses every opportunity to develop this. Toddlers search for a lost hair band in case someone puts it in their mouth, and later bring it to her for safe keeping when they eventually find it. They ask why she is putting pen caps in her pocket and she explains to them the need to ensure no-one puts them in their mouth as they might choke. The childminder smooths the floor mat and explains as children listen attentively how lumps and bumps might trip them. Toddlers put their doll into the high chair and try to strap it in and put on its bib, showing awareness of safety and hygiene procedures. Excellent hygiene procedures around nappy changing ensure there is no cross-contamination, and toddlers know they need to wash their own hands afterwards. The childminder is very attentive in carrying out agreed procedures for applying different creams children require and administering medication. She immediately checks toddlers' temperatures when they show signs of being unwell, so she is able to fully support their needs.

Children receive very good emotional support and show very affectionate relationships with the childminder, enjoying cuddles and quickly settling for their routine naps. The childminder helps them develop confidence in larger groups by taking children early, so they become accustomed to gradually increasing numbers and noise without becoming upset. Children have very good opportunities for outdoor energetic activities, either in the garden when the grass is dry enough or in parks and groups. The childminder supports children's individual dietary needs extremely carefully, and is fully informed about any medical conditions they have and how to support these. Parents appreciate her sharing recipes with them to encourage children's development of healthy appetites. This helps children thrive.

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
--	---

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----