

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Jacqueline Munden
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 1993. She lives with her husband and two adult children, in the Alresford area of Hampshire. All areas of the home are used for childminding and there is a secure garden for outdoor play. The family has as a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group at any one time. She is currently caring for eight children, six of whom are in the early years age group. She also provides care for older children.

The childminder holds a relevant level 3 qualification, and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the nurturing environment where their health and safety are promoted successfully. The childminder is generally well organised and most documentation is in place, although a written record of the risk assessment is not maintained as required by regulation. Overall, children make good progress in their learning and development. The strong relationships forged with parents ensure each child's individual needs are met and they are fully included. The childminder has acted on the recommendation made at the last inspection and identifies areas to further develop, demonstrating a commitment to making continuous improvements to benefit children.

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 assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation) 31/03/2011

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

- extend learning and development opportunities through further developing systems of observation and assessment of each child's progress to plan for the next steps in all areas of their learning, and share with parents

- enhance children's learning and development opportunities through making full use of all possible available space to give scope for free movement and well-spread activities.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder and those living in the house are suitably vetted. The childminder has a clear understanding of the procedure to follow should she have a concern regarding a child in her care. Risk assessments of the home and for outings are conducted with effective measures taken to minimise possible risks. However, the provider is in breach of a specific welfare requirement to maintain a record of the risk assessment. The wide range of policies and procedures are shared with parents. All the appropriate records and parental consents are in place to fully promote children's health and welfare.

Equality and diversity is promoted well. The childminder is knowledgeable about children's family backgrounds; this helps her to fully support their individual needs. She uses effective strategies and works closely with parents to support children with any additional learning and development needs. She liaises with other providers of the Early Years Foundation Stage that children attend such as pre-school staff to ensure continuity of care. The strong partnerships forged with parents from the outset, and regular discussions ensure information is shared that helps children settle very well. Parents report they are very happy with the care their children receive and the progress they make. They are fully involved in their children's learning and development although records of their progress are not shared with them.

The childminder generally reflects on her practice well which helps her identify areas for development. Comments are sought from parents and she works closely with the local childminding network. Since the last inspection, the childminder has improved her knowledge and skills in childcare through training and increased her range of resources and books; this demonstrates a commitment to driving improvements to benefit children. The childminder spends her time focused on children and ensuring their needs are met. Her home is generally well organised with a wide range of resources accessible to children, some of which reflect diversity. However, some space and equipment are cluttered and do not allow children the scope for free movement and to spread activities out. For example, when a group of children sit at the table for creative play they have limited space. Very good use is made of the garden and its equipment and the local environment.

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

Children are happy and settled and flourish during their time with the caring childminder who helps them to enjoy and achieve well. They feel safe and secure due to her constant attention to meeting their care routines according to parents

wishes. The childminder demonstrates a clear understanding of each child's uniqueness. She makes observations and plans next steps for most of the six areas of learning. Children engage in a range of interesting adult-led activities, both in and outside the home. For example, visits to local places of interest such as the woods where they learn about the natural world. Children enjoy new experiences such taking bus and train journeys. At home, the childminder plans some creative activities linked to occasions or festivals such as Chinese New Year. This enables children to develop and understanding of the wider world and other cultures.

Children equally enjoy initiating their own ideas as they select from the wide range of resources available that promote all areas of learning. For example, they choose to use modelling dough, showing high levels of interest and concentration as they squeeze and mould the dough using the various tools. Children aged three years develop good use of language as they describe what creature they make, naming the colour and number of eyes it has. 'It's a green caterpillar with two eyes.' Children develop good skills for the future as they use computers with growing confidence and use electronic toys such as toy washing machine. They learn to use the controls to make it carry out different functions. They show a developing interest and awareness in letters and the sounds they make. The childminder develops this further through effective interaction and by using opportunities to learn as they arise. For example, children use the sausages in their lunch to make a letter T. The childminder asks what sound it makes and goes on to ask them who they know whose name starts with that sound. Children happily name their family members. Children take a pen and write the letter on paper. Children explore instruments discovering how to make more than one note when blowing a toy trumpet. Great hilarity arises as children blow, making high and low notes as they cover the holes. Children use their imaginations well in their play. They line up the low level chairs to form a bus in the garden and are absorbed in using the play kitchen equipment, serving cups of coffee they describe as 'warm, not hot?.'

Children make a positive contribution as they learn to control their emotions, responding well to the childminders positive behaviour management. They take turns and share the toys. They show good manners at the table when eating. They show high levels of confidence and independence as they chat freely with adults and manage their personal needs. They learn about others in society as they play with resources that promote a multi cultural society and meet with people from different backgrounds and with different needs.

Children are learning about healthy lifestyles well. They benefit from lots of opportunities to play and learn outdoors. They develop physical skills and large muscles as they use climbing and balancing equipment in the garden and visit indoor, soft play areas. Children are starting to learn about healthy foods that are good for them. The childminder makes nutritious meals for those to whom she provides food, and encourages parents to provide healthy packed lunches for those she does not. Children follow effective hygiene routines to keep healthy such as washing their hands after using the toilet. Children are developing a good understanding of keeping safe as they learn to cross roads safely when out walking. They are allowed to take risks in their play, under supervision, such as how to come down the slide. Children respond well to positive techniques used by the childminder to help learn about fire safety. The childminder practises the

emergency evacuation procedure frequently, ensuring all children take part and provides them with a certificate for doing so.

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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