

Inspection report for early years provision

Unique reference number	EY276734
Inspection date	23/03/2011
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 2003. She lives with her two school age children in Sarisbury Green, Hampshire. The ground floor of the home is used for childminding and there is a secure garden for outdoor play.

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 five children under eight years. Of these, three may be in the early years age group at any one time. She is currently caring for 11 children before and after school, one of whom is in the early years age group.

The childminder 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 flourish in the safe and nurturing environment where they are all valued and included. Overall, children's learning and welfare are promoted successfully. The strong relationships forged with parents and others involved in children's care ensure their individual needs are met well. Most required documentation is in place. The childminder generally evaluates her practice effectively allowing her to identify areas to further develop, demonstrating a strong commitment to driving improvements.

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 (Documentation).
- 30/03/2011

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- further develop systems of observation and assessment linking them to the areas of learning and extend learning and development opportunities for children to develop skills in information, communication and technology.

The effectiveness of leadership and management of the early years provision

The childminder gives high regard to promoting children's safety. She is suitably vetted and clear about procedures to follow should there be a concern regarding a child in her care. Risk assessments are conducted within the home and for outings with effective measures being taken to minimise possible risks. However, a written record of the risk assessments is not recorded as required by regulation. The appropriate policies and procedures that underpin her good practice are in place and shared with parents. All of the appropriate records and parental consents are in place to ensure children's health and welfare is secured. The childminder uses her thorough knowledge of, and interest in fitness and diet, to promote children's good health extremely well.

The childminder organises her home well enabling her to provide a clean and stimulating learning environment for children to play both indoors and outside. She spends her time focused on the children ensuring all their needs are met. Equality and diversity are promoted well. She supports children with emotional needs, working with those involved in children care effectively. She is clear how she ensures those with special educational needs and/or disabilities and those who speak English as an additional language are included. Resources are easily accessible, some of which promote positive images of all people in society. The childminder ensures all children can take part in activities by providing a wide range of equipment to meet their needs and interests. For example, specific books to help those with a particular interest in art.

The childminder forms strong partnerships with parents and carers from the outset which benefits children. They share information on a regular basis and work closely to ensure consistency is maintained for children to ensure they feel secure. As well as discussions, parents receive a written record of their children's time spent with the childminder. This generally shows their children's achievements and plans for their next steps, although it does not always link to the six areas of learning. Parents report they are immensely happy with the high levels of care their children receive and the progress they make. Close liaison with other providers of the Early Years Foundation Stage to which children attend, such as schools, ensures continuity of their care and learning.

Since the last inspection, the childminder has made improvements to her provision through seeking the views of the children and their parents. For example, when asked, children say what their favourite foods are and what improvements they would like to resources. This results in the childminder offering meals that are devoured and ensuring the football goal posts are pegged down securely in the garden. She has updated her training in first aid and attended workshops to further develop her skills. The childminder demonstrates a strong commitment to making continuous improvements to benefit children.

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

Children are happy and settled and feel safe and secure during their time with the childminder who shows enthusiasm for working with children and helping them to enjoy and achieve well. The childminder observes their progress and plans next steps to help them move on. Children enjoy stimulating environment in which they access a wide range of resources both indoors and outside. All children can take part as equipment meets their developing needs and interests. They engage in a good balance of adult led activities and self-initiated ones. For example, children eagerly participate in planned creative activities in which they use resources specially provided to celebrate events. These include, heart shape light catchers which they decorate for Valentines Day and use special pens to create designs on ceramic pots for Mothers Day. They enjoy taking part in egg and spoon races in sports day events held in the garden. They equally enjoy drawing pictures and using their imaginations dressing up in the role play clothes.

Children learn about healthy lifestyles through the exceptionally effective and positive encouragement of the childminder. They regularly walk a considerable distance to and from schools and use the garden for a wide range of outdoor play such as football. She encourages them to develop new skills and learn about their body as they practise forward roles on safety mats. Children learn extremely good hygiene routines which help them to keep healthy. For example, they wash their hands after blowing their nose. Children are aware of the different food groups and what makes up a healthy meal. They talk about cheese providing protein and having five pieces of fruit and vegetables a day. They benefit greatly from the effort the childminder makes to provide healthy and nutritious meals while meeting their individual dietary requirements.

Children learn very positive methods of keeping themselves safe. They follow appropriate safety procedures when crossing the road and know they must not exceed a certain distance from the childminder when walking across the field between schools. Children are clear and confident in how they will evacuate the home in an emergency. Overall, good skills for the future are developed as children use some electronic equipment. Children develop inquisitive minds as they play 'Question Time', asking each other questions and responding as well as they can. They use books to find out information when needed. Children demonstrate high levels of self-esteem and confidence as they play and speak with others. Children make a very positive contribution to the setting as they all learn to consider and respect each other. The different ages of children mix very well. They all demonstrate good manners and manage their behaviour well due to the consistent and positive approach of the childminder. For example, a 'star of the day' is awarded to those showing particular skills or for being helpful. They learn about others in society through planned activities and discussions.

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	1
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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