

Inspection report for early years provision

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Inspection date	29/03/2011
Inspector	Judith Reed
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 was registered in 1997. She lives with her four children, one of whom is aged under five years, and two are adults, in Fair Oak, Hampshire. The whole of the childminder's house is registered for childminding and there is a rear garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding three children, all of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has three pet cats and a rabbit. The childminder walks to local schools and pre-schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are busy and well occupied with a wide variety of toys and equipment. The childminder provides a warm and loving environment where all children feel valued. Equality and diversity are suitably promoted. Overall children are safeguarded and most of their developmental progress is recorded appropriately. The childminder highly values the process of the self-evaluation and strives for ongoing development of her childminding provision.

What steps need to be taken to improve provision further?

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

- make a full risk assessment for each type of outing and review the assessment before embarking on each specific outing
- improve learning journey records by matching all observations to the expectations of the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the implementation of suitable policies and procedures. These are discussed with parents when the children first start with the childminder. The childminder is aware of her duty regarding protecting children and would report any concerns. All adults living in the property are suitability checked. The childminder carries out risk assessments around her home and

garden. She employs a daily check list to ensure the home is safe. She has completed an overall risk assessment for outings, but has not yet assessed the risks at each individual place she visits with the children. The equipment is checked and replaced when necessary, Children learn that toys and equipment are used for the purpose intended and to tidy away when finished, thus preventing injury. Outer doors are kept securely locked, smoke alarms are in place and fire drills are regularly practised to help children learn how to keep themselves safe. The childminder is pro-active in keeping her first aid qualification up to date. All required documentation is in place to ensure children's health and safety. Parents complete contact forms and give permission for the childminder to obtain emergency treatment or advice. The childminder builds an excellent relationship with the parents, which helps children to feel settled and safe in her care. Parents are fully informed about their children's activities through the daily diary books and also view the learning journey records regularly. The childminder talks over any issues with parents to ensure they are always fully informed about their children. She finds out about the children when they first start through talking to the parents and completing the starting points form. Parents state that the care of their children is outstanding and that they progress well. They report that the children are happy and have grown in confidence. They interact well with others and love the various activities available. The childminder has commenced communication with other early years providers. She is building links with a local pre-school.

The childminder regularly accesses relevant training and completes careful self-evaluation of her childminding provision. This evaluation process is highly valued by the childminder who is fully aware of the requirements of her registration. The recommendation from the previous inspection is effectively met. The childminder has vision regarding the ongoing development of her childminding and plans further training to improve outcomes for children.

The childminder offers children a wide choice of activities and toys every day. She sets out some toys around her lounge room and ensures children have space to play. A further range of toys are available and the childminder has prepared a book of photographs depicting the other toys, which are stored elsewhere. When the children request other items from the book she can quickly go and collect them. Children make choices and extend their imagination through their play. For example, the childminder offers play dough activities and sets out a cloth on the floor with a range of cutters, plates and moulds. The children begin to mould and play with the dough. They eagerly talk about the food they are preparing and say they want to set up a cafe. All children join in enthusiastically and make cakes and pancakes. A number of toys and books reflect diversity. The childminder increases the variety of toys and books by using the toy library. She has a suitable equal opportunities policy in place and provides positive images from other cultures. Signs are displayed showing different languages and the childminder is very aware of the importance of equality of opportunity.

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

Children make sound progress along the Early Years Foundation Stage. The childminder makes careful observations of children and records these in their individual learning journey record books. These records also include photographs and examples of their work. However, the childminder does not always ensure she records the appropriate areas of learning alongside all the observations and photographs. She plans the next steps for the children's learning journey. These records are regularly shared and discussed with parents. Children are free to decide what they wish to play with and a range of activities are available. This means that children explore, experiment and try new things. The childminder enjoys watching the children and often finds that activities lead on to entirely different ideas as the play flows. The childminder skilfully mixes activities, for example, if a child tends to only want to play with the cars she encourages them to make a picture with paint, using the cars to print. Children are active learners and are engaged with the activities. They learn about keeping safe when crossing roads and in the sun. Children are encouraged to take managed risks and are praised when their behaviour is good. Older children and the childminder act as good role models. Children thrive and enjoy knowing they are secure, loved and valued. They help to set the house rules. The childminder encourages children to be kind to others and treat each other fairly. They also learn about sustainability and recycling.

Children's good health well being is promoted. Children are familiar with hand washing procedures before having their snack. They confidently manage their own personal needs when using the toilet on the ground floor. They help to prepare the fruit for their snack cutting up the strawberries, banana and pear. They help themselves to drinks from their individual drinking cups. Parents provide all fruit, vegetables and meals for the children. Children spend time outside in the fresh air and they enjoy walks to school on a daily basis.

Children develop excellent skills for the future as the childminder encourages them to try and dress themselves, and praises them for little steps they make. In the home corner appropriate resources are used, such as working scales and real fruit and vegetables. Children also have access to scissors and knives with which to cut the fruit and vegetables. When they are out and about the children are able to press the button at crossings and sometimes pay for things in shops. The childminder patiently stands back and observes them. She encourages them to share their ideas about what they think they are capable of doing. Children are able to solve problems and are inquisitive, independent learners. They communicate very well and use numeracy to solve problems.

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

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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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