

Inspection report for early years provision

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| Inspection date | 04/04/2011 |
| Inspector | Melissa Cox |
| 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 2001. She lives with her husband and four children in Popley, Basingstoke. The whole of the home is registered for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for up to three children under the age of eight years and she is currently caring for three children, two of whom are in the early years age range. The childminder holds a suitable childcare qualification. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very welcoming and stimulating environment. She supports children well and helps them to make good progress in their learning and development. Children have access to a well-equipped playroom which offers a variety of age-appropriate toys and resources to encourage them to make good progress in their learning and development. The childminder ensures that all children are valued and included. Partnerships with parents and other are excellent. The childminder is fully committed to continuous improvement and is beginning to make greater use of reflective practice to monitor the effectiveness of her setting.

What steps need to be taken to improve provision further?

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

- develop further the processes for evaluating the quality of the provision in order to identify strengths and prioritise areas for improvement.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding and protecting children. The childminder demonstrates an excellent understanding of her role and responsibility with regard to safeguarding children. The childminder implements a comprehensive range of policies and procedures, which are shared with parents and underpin her highly effective practice. Thorough risk assessment covers all aspects of the premises, the use of equipment, activities and outings. All the required documentation is in place for the safe and efficient management of the provision. This ensures children's health, safety and well-being is significantly enhanced. Positive outcomes for children can be attributed to the good use of space and the

organisation of a wide range of resources. Children can make choices about what they would like to do and direct their own play with the day efficiently organised to meet children's individual care routines and needs. Children have individual boxes, which they have personalised themselves, to store special items in, which helps children to feel welcome and develop a strong sense of belonging. The childminder places the promotion of equality of opportunity at centre of what she does and all children are valued and respected. She promotes a strong inclusive ethos and demonstrates a good understanding of children's individual needs, play preferences and interests. Children learn to appreciate diversity as they develop respect for themselves and others by engaging in a wide range of activities and experiences which help them to learn about and understand the society in which they live.

Partnership with parents is outstanding. The childminder communicates very thoughtfully and effectively with children and their parents, and as a result parents are very well informed about all aspects of their child's achievements, well-being, progress and development. Partnership working with other agencies is very effective and ensures early intervention is successful, and children get the support they need. Parents speak very highly about the childminder's care, and the loving and nurturing environment.

The childminder demonstrates a good commitment to ongoing improvement and has implemented the recommendation from the last inspection effectively to improve outcomes. She effectively reflects on her practice to identify strengths and areas for development although there is scope for improving the current system to ensure all areas of the provision are given equal attention. The childminder is taking positive steps to ensure resources, and the environment, are sustainable. She makes good use of local amenities and children learn about recycling. The childminder is fully committed to her own professional development. She has a recognised childcare qualification and attends a range of training to develop her practice, skills and knowledge.

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

Children are extremely comfortable in this welcoming and friendly home environment. The childminder has a very good understanding of the learning and development requirements and how young children learn and progress. Children's progress is reflected in their development folders, which include a range of photographs, examples of their work and well directed observations. The childminder uses the information gained from observations to identify and plan children's next steps in their learning to ensure they move forward at a pace suitable to their individual needs. Parents discuss the next steps in their child's learning with the childminder on a regular basis.

The childminder is highly effective in promoting children's personal, social and emotional development. Children are developing independence, confidence and self-esteem and are supported very well by the childminder. She gives them time and space to play, listens to them with genuine interest and helps them to develop new skills at their own pace. The childminder ensures that each child receives the support they need to develop good language, communication and social skills to

help them to achieve and participate fully. She is very attentive to their individual needs and allows children freedom of choice, providing a good balance of play opportunities. Children respond warmly towards the childminder, demonstrating a strong sense of belonging. The routine is well organised helping children feel safe and secure.

Children's creativity is fully supported with a wide variety of resources for art and craft, musical instruments, dancing, role play and dressing up. Children explore the properties of sand and water and construct on a large scale, for example making use of a selection of cardboard boxes to act as bricks when building a den .

Children's awareness of problem solving, reasoning and numeracy is fostered very effectively. The childminder talks to children about colour, size and shape names as they play. The children look for shapes in everyday objects as they walk around the community, highlighting the triangular paving slabs or rectangular signs.

Children learn about the importance of fresh air and physical exercise because of the good focus on outdoor play and exploring the local environment. They visit local parks and enjoy playing in the garden, where they take part in a tea party in the tee-pee or develop their pedalling skills on bicycles and tricycles.

Available resources help children develop their knowledge and understanding of technology, through access to the computer and good opportunities to learn how to operate a variety of electronic toys. A range of activities are planned to help children make sense of the world around them, they learn about seasons, and the natural environment. They plant fruit and vegetables in the garden and explore the life cycle of tadpoles as they learn about new life.

A close and caring relationship with the childminder increases children's sense of trust and helps them feel secure. Children develop a very good understanding of keeping themselves safe through their play and interactions. Fire evacuation procedures are practised regularly and this helps children to understand how to stay safe in an emergency. Children's behaviour is very good and sensitively managed by the childminder. She gives children gentle reminders and encourages them to think about the consequences of their actions. Children have good manners, they are encouraged to share, take turns and be kind to each other.

Highly effective systems are in place to support children's welfare needs, including information about individual dietary needs and parents' preferences. Healthy eating is prioritised and the childminder provides a range of healthy snacks. Children adopt very good hygiene routines and highly positive steps are taken by the childminder to minimise the risk of cross-infection. Children eagerly engage in play and become inquisitive, active learners, all of which contributes to their making good progress in their learning and skills for the future.

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

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| 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

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| 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 | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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| 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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