

Inspection report for early years provision

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Inspection date	31/03/2011
Inspector	Tracy Bartholomew
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 2010. She lives with her partner and two children in Chieveley. The children have access to the ground floor of the property for play and the bedrooms for rest. A secure garden is available for outside play. There is level access to the property and toilet facilities are on the ground/first floor.

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 four children under eight and of these no more than two may be in the early years age range. She is currently caring for five children on a part time basis in the early years age range.

The childminder can take and collect children from the local school. She attends local children's activities and visits local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and feel safe. They are making good progress in their learning in relation to their starting points. They are self-assured, relaxed and at ease in the care of this childminder, which enables them to thrive within their learning milestones. Overall, the childminder has good quality practice with some outstanding features, especially in relation to safeguarding and partnership with parents. The childminder is developing concise steps to evaluate her setting. She is proactive in her leadership and management, including plans for the future, which demonstrates a very good commitment to promoting outcomes for the children.

What steps need to be taken to improve provision further?

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

- further extend resources and activities that help children learn about cultural diversity, disability and the wider world
- develop partnerships with others concerned with the children to form a united approach to children's learning and development.

The effectiveness of leadership and management of the early years provision

All steps are taken to safeguard children. The childminder has a comprehensive awareness of how to promote and maintain children's safety. She has recently completed child protection training and ensures that her policies and procedures relate to current requirements. Parents are fully aware of her practice and have

signed to acknowledge this. The childminder's home is warm and welcoming. Children are able to explore safely; effective risk assessments are used, as required, in order to preserve children's wellbeing on a day-to-day basis and action is taken to minimise any risks identified. Hygiene practice is exemplary and healthy lifestyles for children are actively promoted to support the health and well being of the children attending.

The childminder has good systems in place to promote equality of diversity. She uses her knowledge and understanding well to ensure that children understand the world they live in; however, toys and resources are limited in developing children's understanding of ethnicity, diversity and disability. Nevertheless, the childminder ensures children are treated with equal concern. She promotes their understanding of the world around them through regular trips out and planning. Most resources are plentiful, they are stimulating and varied to promote children's development and the childminder utilises these effectively to provide sustainability.

The childminder has undertaken detailed self-evaluation and uses this to review and reflect on her current practice. She is committed to embedding her ambitions and is seeking guidance on future training to further extend her good knowledge and understanding of child development. The childminder has outstanding partnership with parents; she ensures she works with the whole family to support them all in a united approach. Two-way communication is highly valued. Parents are continually kept up to date with daily practice and planning for their children, including their next steps; this takes place through daily verbal communication, emails and one to one consultations. Good quality links have been established with others involved in the children's care; although, further development of these would enhance continuity in identifying needs and providing the best learning opportunities for children.

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

All children show a strong sense of security and clearly feel very safe within the care of the childminder. Older children show an excellent understanding of what standards of behaviour are expected and apply these consistently. All children, even the youngest, show that they are extremely confident and competent in communicating their thoughts. The high quality adult interaction and organisation of children's individual routines, helps all children gain an exceptionally strong sense of security.

The childminder maintains children's interest throughout their day. She has mastered the adult-led and child-initiated activities very well, which enables all children to experience a good range of stimulating activities tailored to meet their individual needs. Children make good progress in their learning in relation to their capabilities. The childminder undertakes detailed observations that clearly link to children's next stage in learning, which she then formulates into individual plans for the up and coming months.

The childminder has created a stimulating environment, where a wide range of experiences and activities are offered to the children. Their senses and learning are consistently engaged and promoted. Children have a wide range of opportunities to make and do creative work; they enjoy colouring pictures for special occasions for their mothers and use a wide range of materials to develop their fine motor skills; for example, when painting, cooking and exploring with textures. Children have good opportunities to learn about the local environment and enjoy regular visits to the local library and shops.

Children enjoy the suitable range of toys and activities provided by the childminder. They move around freely and make their own decisions about what to do. Children concentrating well and enjoy the activities; for example, using simple technology toys such as the vacuum cleaner and fire truck. The childminder supports children's play well, asking suitable questions to engage them in conversation and promoting their vocabulary. They discuss activities together and chat about children's home lives and their pets.

Children's welfare is promoted extremely well. They enjoy regular fresh air and exercise in the childminder's garden and at local parks. Children eat well, enjoying a variety of healthy meals and snacks. Excellent procedures are followed to promote personal hygiene and safety. Children learn to keep themselves safe and mimic this in their play. Regular practise of the evacuation drill helps to familiarise children with emergency procedures.

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	1
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	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

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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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