

Inspection report for early years provision

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Inspection date	26/04/2011
Inspector	Heidi Abernethy
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 first registered in 1989. She lives with her two children aged twelve and fourteen. They live in Alton, Hampshire. The premises are easily accessible and the ground floor is used for childminding. Sleep and toilet facilities are downstairs. There is a fully enclosed garden for outside play and the family has two pet dogs.

The childminder is registered to care for a maximum of six children under eight years. Of these, three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group on a part time basis.

The childminder attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and happy with the childminder who knows them well. The childminder organises the environment effectively enabling children to use their independence and develop their self esteem. The childminder has good relationships with the parents and obtains information about children's home lives and families. This ensures a shared understanding of the children is achieved. Most systems are in place to ensure their health and safety is of high priority. The childminder recognises where she has made improvements and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment to include information on who conducted it and the date of review .
- 10/05/2011

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

- enhance observation and assessment systems in order to match the observations of children to the expectations of the learning goals and to fully identify learning priorities for each child
- enhance communications with other early years providers to ensure information is regularly shared and used to fully promote children's next

steps in learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from harm effectively by the childminder who demonstrates a secure understanding of the procedures to be followed should she have a concern about a child. For example, she has a clear list of contact numbers to ensure allegations of abuse or neglect are reported without delay. Risk assessments are in place for the home and for general outings. However, these do not currently show who has conducted the risk assessments and when they will be reviewed. This is a breach in regulations and an action has been set. The childminder has a current paediatric first aid qualification and all necessary emergency medical permissions are in place. This ensures children are treated appropriately in an emergency without delay. The childminder has policies and procedures in place to support her practice and these are shared with parents to ensure they are fully informed.

The childminder has created a warm and friendly environment for the children. They are able to independently select toys and resources from low level storage and shelving. The childminder serves as a good role model to the children and treats all the children equally and as individuals. Children learn about equality and diversity within society and the wider world through a range of resources such as dressing up clothes, puzzles and books. The childminder has a wide range of resources and borrows books with the children from the local library. Young children are supported with low level furniture as they learn to master their early walking skills.

The childminder has successfully completed recommendations raised at her last inspection, which feeds into the continuous improvement of her setting. She recognises areas for future development such as enhancing some paperwork and setting up a computer workstation to enable children further opportunities to develop their information and technology skills.

The childminder demonstrates a good understanding of the importance of working in partnership with other early years providers. She communicates with reception teachers about how the children have been during the day and passes messages between the school and the parents and vice versa. However, although she obtains some information about what the children have been doing during their time at school, she does not currently feed this information into her learning journeys for the children. The childminder does have books about 'starting school', which she is able to share with the children prior to them starting at the new setting. This helps children to feel happy about the new experience they are about to embark upon.

The childminder has developed good relationships with the parents. She communicates with them verbally everyday and through written questionnaires. Parents state through questionnaires that their children 'are always happy and relaxed... it's like being at home'. Parents are aware the childminder conducts observations of their children's development regularly and are able to access these

records at any time.

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

Children are settled and happy within the childminder's care. They develop strong relationships with the childminder due to the nurturing and welcoming environment making them feel secure. The childminder knows the children and their interests well. The childminder conducts observations of the children showing what they have been doing and what they have achieved. However, the childminder has not fully established her systems of assessment to ensure the areas of learning are fully linked to the stepping stones and early learning goals in order to fully plan children's next steps in learning.

Young babies and toddlers have a lovely time playing alongside each other and develop basic problem solving skills, for example, as they work out how to fit the different shapes into the shape sorter. The childminder encourages and supports the children offering praise and encouragement for their achievements. This in turn boosts children's self esteem and confidence. Children have many opportunities to explore mark making and indicate to the childminder through gestures and pointing that they would like to have some paper and crayons to use for drawing. They have fun making marks on the ground outside with water and paintbrushes and love to cover their whole hands with paint to make hand prints.

The childminder incidentally supports children's learning through everyday activities such as on the walk to and from school. She encourages children to count what they see such as cars and trees and encourages older children to identify different colours such as yellow daffodils and green leaves. Children develop a good awareness of how to keep themselves safe as they actively practice road safety independently deciding when it is safe to cross under the close supervision of the childminder. Young toddlers are given the space and time, under the watchful eye of the childminder, to take risks such as pulling themselves up into a standing position against a chair. They have well-established routines and show they feel safe within the environment, as they are happy to leave the childminder's side to go and play.

Children have a lovely time planting seeds and love to water, nurture and watch the seeds grow. They are involved with the whole process and enjoy picking the fruit and vegetables to try to taste within the childminder's home. The childminder provides children with 'food taster plates' and talks to them about the healthy benefits and names of the different food. Young toddlers demonstrate a good understanding of good hygiene procedures as they independently pull a tissue from the low level tissue box and dab the tissue against their nose. They are given space and time to develop early independence skills as they put their own shoes on and choose resources with the close support of the childminder.

Young children show respect for their environment as they know the routine and help the childminder to tidy away the toys. Toddlers have a lovely time wiping the

table clean with a sponge after they have had snack and enjoy helping the childminder with everyday routines such as finding a clean nappy and wet wipes for the younger child in the environment. Babies and young toddlers are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. The childminder supports young children in sharing with each other as she encourages them to take turns at putting the shapes into the shape sorter. She uses positive praise for their good behaviour and achievements. The childminder has a lovely selection of books which illustrate events which may have already occurred or may occur within the children's lives. For example, books about a new baby in the family or going to the doctors. This enables children to explore these events and their own emotions in a fun, safe and visual way.

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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