

Inspection report for early years provision

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Inspection date	09/05/2011
Inspector	Debbie Newbury
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 has been registered since 1993. She lives with her husband and adult son in Yateley in Hampshire. Minded children use the whole of the ground floor of the home. Bathroom and sleep facilities are available on the first floor. There is a fully enclosed garden for outdoor play. The home is within easy walking distance of local shops, parks, schools and the library. The family has a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is permitted to care for up to six children under eight years at any one time, of which not more than three may be in the early years age group. The childminder is currently caring for six children in this age group and one older child. Days and times of children's attendance vary.

The childminder attends a local carer and toddler group on a regular basis and takes children to the library, to local parks and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers children a welcoming home environment in which they feel safe and secure. They have their individual welfare needs met and are supported in making good progress in their learning and development. The childminder establishes effective partnerships with parents and other provides and she displays a sound capacity to maintain continuous improvement. Most documentation is in place.

What steps need to be taken to improve provision further?

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

- ensure all required records are easily accessible and available for inspection by Ofsted (Documentation).
- 21/05/2011

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

- develop further the record of risk assessment to include anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder's sound understanding of issues relating to safeguarding and the procedure she must follow if she has any concerns about a child contributes to her arrangements for ensuring they are well protected. She makes sure her home is safe and secure and implements appropriate safety measures to minimise potential hazards. These have regard for the ages and stage of development of the children present. However, the childminder's record of risk assessment does not cover each room of the home used for minding and therefore everything with which a child may come into contact. Most documentation relating to childminding activities is in place although some required records relating to children were not available for inspection. The childminder organises her home, time and resources to meet the needs of the children in her care. Children have space to sit and play in comfort and they are provided with a variety of age-appropriate play materials, which they can access independently. The childminder responds positively to requests for additional items, which helps to keep their play provision fresh and appealing and means that children can follow their own interests. .

The childminder has several years experience of working with children in a childminding capacity. She holds a valid first aid qualification and attends training courses that she feels will be of interest and some benefit. Whilst she has not yet started to use any formal system of self-evaluation, she does reflect on the service she offers. This has led to the development of some aspects of her childminding provision. For instance, there is clear evidence of progress in the way the childminder is using observational assessment to help her identify the next steps in children's learning and plan for these. The childminder also takes account of the wishes of parents and discusses practice issues with other childminders.

The childminder recognises the individuality of the children in her care and treats everyone with equal care and consideration. She sensitively intervenes to help children understand that others, who may be younger than them, are still capable of joining in with different activities. Children have access to resources that depict positive images of diversity and they take part in activities that reflect different traditions and celebrations throughout the year. Thus, children begin to learn about the wider world in which they live.

Parents are very happy with the childminder's service and the care their children receive. They state, in written information available at the inspection, that they feel the childminder provides 'an excellent home from home service' and that 'the childminder carefully caters for their child's individual needs.' Parents receive their own copies of the childminder's written policies for ease of reference, which ensures they are well-informed about the organisation of her service. There is a daily informal exchange of information at drop-off and collection times. Thus, parents are aware of what their children will be doing and then how they have spent their time. The childminder has recently introduced a daily diary about the childminding day, which is available for everyone to read. She ensures parents know they can view the records she is keeping that track their children's achievements and progress. She has started to send these home so parents can

view these at their leisure. The childminder intends doing this at regular intervals throughout the year to develop further, existing links between them, in respect of children's learning. The childminder has a positive attitude to working in partnership with staff at the pre-schools that some of her minded children attend and is developing some encouraging links. This brings benefits to the children since the adults involved in their care are sharing information about their welfare and learning and development.

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

Warm, caring relationships between children and childminder are very much in evidence. Babies enjoy being picked up and cuddled and older children chat freely to her and have the confidence to express their needs. Children also get on well with one another, with babies giggling delightedly as older children play with them. The childminder has a positive, consistent approach to behaviour management and helps children understand the expectations for behaviour, such as the need to share. Lots of praise fosters children's confidence and sense of achievement and helps babies feel self-assured.

Children benefit from a varied range of activities and experiences, both inside and outside the home that enable them to make good progress towards the Early Learning Goals and gain skills to support their future learning. They have lots of opportunities to mix with other children and thus develop their social skills and the childminder makes use of events that take place in the local community, such as story and rhyme time at the library. These outings afford additional play experiences and extend further the learning opportunities offered to children. The childminder utilises the walk to and from pre-school to play games with older children, such as 'I spy' to encourage them to identify objects that correspond to letters of the alphabet and to develop their awareness of number as they count things they see. Babies enjoy the freedom of crawling around the lounge and reaching for toys that arouse their interest. The childminder's good attention to ensuring a safe and secure environment means that they can move around freely. This helps them gain confidence in their environment and start to become independent. The childminder spends time talking to children and encouraging a response, whether through conversation with older children or acknowledging the sounds and gestures made by babies. Children take part in lots of different art and craft activities and they enjoy making cakes. The childminder monitors children's progress and achievements through observational assessment. Each child in the early years age group has their own scrapbook comprising of the childminder's comments, photographs and examples of their artwork. These are building to form a nice story of the time children have in the childminder's care.

Children learn to keep themselves and others safe with the support of the childminder and through the setting of clear boundaries. For instance, they learn about road safety and have regular opportunities to take part in fire drills. This enables them to develop their understanding of what to do in the event of it being

necessary to evacuate the home. Older children are encouraged to sit at the table when playing with toys with small pieces and to ensure that they are careful not to let these fall onto the floor where they may pose a potential danger to crawling babies who may be tempted to put them in their mouths.

Children benefit from effective measures to minimise the potential for the spread of infection and to ensure they stay healthy. They use clean toys and equipment and are supported in gaining understanding of the need to follow simple personal hygiene practices as part of the normal daily routine. Arrangements for the provision of food are agreed with parents on an individual basis. The childminder is aware of the individual dietary requirements of the children in her care and takes positive steps to ensure they are not exposed to anything that may be harmful. This includes not offering cookery activities using ingredients that children are allergic to, so they are not excluded from joining in. Children play in the garden and visit parks where they can explore the different resources on offer, as part of a healthy lifestyle. The childminder does not use a car and therefore either walks everywhere with children, which helps them gain awareness that exercise is for everyone, or else travels with them on public transport.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met