

Inspection report for early years provision

Unique reference number	EY411379
Inspection date	09/05/2011
Inspector	Jacqueline Munden
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 has been registered since 2010. She lives with her husband and three children aged three, eight and 13 years in Lowford, Hampshire. The ground floor of the home is used for childminding and there is a secure garden for outdoor play. The family has two cats.

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 a maximum of five children under eight years at any one time. Of these, two may be in the early years age group. The childminder is registered to work with an assistant, although permission is not granted by Ofsted for them to be left in sole charge of children. When working with the assistant, the childminder may care for a maximum of 10 children under eight years, of whom, no more than five may be in the early years age group. She is currently caring for three children, all of whom are in the early years age group. The childminder supports children with special educational needs and/or disabilities.

The childminder holds a relevant level 3 qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in the safe and nurturing environment. The exceptionally strong links the childminder forges with parents from the outset ensures all children are valued and included. Children's good health is particularly well promoted. Although the childminder has only been registered for a short time, she evaluates her practice effectively, allowing her to make continuous improvements to benefit children. Her home, resources and garden are extremely well organised and accessible, which has a positive impact on children's learning and development. Overall, the newly implemented systems used to plan for and to track children's progress are used effectively to aid their continued success.

What steps need to be taken to improve provision further?

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

- extend learning and development opportunities through further developing systems of observation and assessment of each child's progress to plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder gives high regard to promoting children's safety. She, her assistant and members of the household are suitably vetted. The childminder is trained in child protection and has a clear understanding of the procedure to follow should she have a concern regarding a child in her care. Effective risk assessments are conducted within the home and for outings. Appropriate measures are taken to minimise possible risks while giving children the freedom and confidence to explore the extremely attractive and accessible environments both indoors and outside. The childminder's assistant is clear about the childminder's comprehensive range of policies and procedures that underpin her good practice, and they are shared with parents. All of the appropriate records and parental consents are in place to ensure children's health and welfare are fully promoted.

The childminder demonstrates a positive attitude and strong ability to continually improve outcomes for children. For example, she has booked to attend training in a specific area of development to help her to support children with particular needs. She has begun to use effective systems to evaluate her provision through seeking the views of parents.

In the short time since registration, the childminder has organised her home and resources exceptionally well enabling her to provide a clean and stimulating learning environment for children to play and explore. The childminder spends her time focused on the children. She is well qualified and experienced in working with children, particularly those with behaviour difficulties. Therefore, children are well supported. Equality and diversity are promoted well as the vast range of resources are accessible, many of which promote positive images of all people in society. Although there are no children attending with English as an additional language at present, the childminder is clear how she will support them. She is trained in working with children with additional needs and plans to liaise with other professionals involved in their care and providers of the Early Years Foundation Stage to which children may attend to promote continuity in their care.

The childminder strikes immensely strong partnerships with parents from the outset which benefits children greatly. Visits to the children's home and a settling in plan ensure children quickly feel safe and secure. Effective systems are used to share information on a regular basis. As well as discussions these include a detailed account of the child's day in the daily diary and a meticulous written record of their learning and development. Parents are fully involved in their child's learning as they contribute to the planned next steps the childminder uses to help children make progress. Parents report they are extremely happy with the care their children receive and the progress they make.

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

Children are very happy and have settled very quickly since starting with the childminder, who helps them to enjoy and achieve. They show a great sense of belonging as they find their own towels to dry their hands and have their own drinking vessels. The childminder demonstrates a clear knowledge and understanding of each child's uniqueness and plans for their individual learning effectively. She uses her observations to plan for the next steps in their learning and provides a wide range of activities to promote them, including those with additional needs. For example, she uses every opportunity to develop children's speech and language by interacting with them, talking to them and encouraging them to use words. Children benefit greatly from the stimulating and easily accessible environment, both indoors and outside and from the extremely broad range of resources that allow them all to take part. For example, painting activities are provided at a low level easel as well as on the floor for younger children.

Children have extensive opportunities to play outdoors in all weathers that promote their good health extremely well and increase their knowledge and understanding of the world around them. They dig the soil and plant strawberry plants. Through discussion with the childminder they learn that plants need water to grow and that these fruits need to be red before they can eat them. Children show curiosity as they find worms and learn about where they live. Children benefit from a balance of interesting adult-led activities that meet their interests. For example, children under two years show great enthusiasm in scooping and pouring as they explore different coloured sands, using a range of utensils and containers. The childminder planned the activity as she recognises it will help them to develop coordination and increase their levels of concentration. Children enjoy outings to toddler groups, where they develop confidence and social skills, and the library to choose books. They equally enjoy initiating their own play as they move around choosing toys to play with.

Children develop good skills for the future as they use electronic toys appropriate to their level of development. The childminder recognises and uses opportunities to use numbers and work out problems in their everyday play. For example, children count the four paint pots and tell her they need four paint brushes. Children develop physical skills as they use lots of equipment to develop muscles and control of their bodies. These include wheeled, sit-on toys, a slide and ball games. Children are confident and make a positive contribution to the setting as they learn self-care skills. Children are learning about healthy lifestyles well as they know they need to wash their hands before eating and when coming indoors from playing in the garden. Children enjoy an extremely healthy and nutritious diet, as the childminder provides home made meals with fresh produce. Children talk about foods that are good for them and make healthy choices at snack time.

Children are learning to manage their own behaviour through the very clear and consistent approach and boundaries set by the childminder. They respond well to the effective strategies she uses, such as constant praise and encouragement. They learn to share and consider others at all times. Children take part in fire drills

and learn to use tools such as scissors with care; when out walking they learn how to cross the road safely. As a result children are developing a good understanding of keeping themselves safe.

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	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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