

Inspection report for early years provision

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Inspection date	12/05/2011
Inspector	Catherine Sample
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 1992. She lives with her husband and their two adult sons in Andover, Hampshire. The ground floor is the main area used for childminding. The garden is not used by minded children but the childminder uses local parks 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 six children at any one time, of whom three may be in the early years age group. There are currently three children on roll, of whom two are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are settled and safe in the care of this experienced childminder. Their unique needs are met well due to the effective way in which the childminder works in partnership with parents and others. All children are enabled to take part in activities whatever their age or stage development. The childminder evaluates the quality of her provision and remains committed to further developing her knowledge and skills.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to contribute to their child's learning and development record
- develop further opportunities for children to find out about and learn how to use information and communication technology

The effectiveness of leadership and management of the early years provision

Children's welfare and learning is promoted by the keeping of all necessary records and the effective implementation of a comprehensive range of policies and procedures. The childminder arranges her home to provide space for children to play freely and organises toys to ensure that they are easily accessible. She supplements her varied range of toys by using the library and by sharing toys with other childminders. She has a good understanding of how to protect children at risk of harm and knows how to access support if she has concerns about a child in her care. She makes full risk assessments for her home and for outings to ensure that children are protected at all times. She monitors and evaluates her practice

and seeks feedback from parents to help her in this process. She has attended a wide variety of training and remains eager to attend any relevant courses that will lead to improvements in outcomes for children.

Children benefit from the close working relationship between their parents and the childminder. Information is shared effectively using discussion, written diaries and children's learning journeys. However, although parents give the childminder verbal feedback on their children's progress at home they do not have opportunities to formally contribute to their record of achievements. This would enable them to be further involved in their children's learning. The childminder has systems in place to work in partnership with other settings which ensures a shared approach to children's care and learning. She has a good understanding of each child's background and needs which helps her to plan effectively for their individual requirements and take steps to include them in all activities. Children are learning about diversity as they play with toys that show positive images of different skin colours and talk about the different people they meet in everyday life.

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

Children take part in a good balance of self-chosen and adult-led play. They have easy access to a wide range of resources that cater for their interests and cover all areas of their learning. They particularly enjoy playing with small world toys, such as the farm set and doll's house, and taking part in role-play activities. They explore different materials in art and craft activities and regularly take part in cookery activities. They are learning good skills for the future. They are developing good communication skills as they chat with the childminder about a variety of subjects and learn new vocabulary, such as the names of animals they have not seen before. They enjoy listening to stories and regularly visit the library which helps them learn to love books. They have good opportunities to develop early numeracy skills as they count toy animals in their play and talk about which are the biggest and smallest. They use various electronic toys and resources, such as a calculator, although they do not currently have access to a computer. They are developing an awareness of wider society as they talk about different countries and ways of life and play with multicultural toys and books. The childminder makes frequent observations of their progress and uses this information to identify the next steps that each child needs to take. She uses this information to help her plan for their individual learning needs and monitor that she is covering all areas of their development.

Children feel safe and secure in the setting. They have a good relationship with the childminder which ensures that they feel comfortable with her and this is demonstrated by the confident way in which they move around and play in her home. They are learning about keeping themselves safe. The childminder routinely talks with them about road safety and stranger danger and also discusses safety issues that arise. For example, she discusses water safety when a child puts a doll's head under the water. Children regularly practise the fire drill so that they are aware of what to do in case of emergency. They are learning about healthy

lifestyles as they talk about why walking is good for them and find out about what their lungs are for. They follow good hand washing routines and are learning why this is important. They use individual flannels to prevent cross infection. They talk about nutritious food when they go shopping and do activities such as tasting different fruits. They are developing confidence and independence. The childminder offers plenty of praise which builds their self-esteem and encourages them to explore and try new skills. She often asks whether children need her help or whether they can do things, like pulling up their trousers for themselves and they confidently state that they will do it. They are learning to share by taking timed turns with popular toys and are also learning good manners.

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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