

Inspection report for early years provision

Unique reference number	112978
Inspection date	16/05/2011
Inspector	Cathy Hill

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 registered in 1997. She lives with her husband and three children, aged five, 11 and 15 years, in Church Crookham, Hampshire. The lounge, conservatory, a dedicated playroom and a bedroom are used for childminding and there is a fully enclosed garden available for outside play. The family has a dog, gerbil and rabbits.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of which no more than three may be in the early years age group. She is currently minding two children in this age group at various times during the week. She also offers care to children aged over five years to 11 years.

The childminder walks to local schools to take and collect children. She attends parent/toddler groups. The childminder is a qualified nursery nurse 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.

The childminder is friendly and enthusiastic and provides a welcoming, family environment for children's care, learning and play. Children settle quickly in the childminder's care and actively engage in play, both independently and with other children present. The childminder's policies and procedures promote inclusive practice. Children have generally very good opportunities to develop in all skill areas and are sensitively supported by the childminder. The childminder's capacity for continuous improvement is good. She has addressed the recommendation made at her last inspection and has been proactive in attending regular training to further develop her own knowledge of early years practice.

What steps need to be taken to improve provision further?

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

- provide children with increased opportunities to develop their literacy skills and understanding that print carries meaning, for example, by using key word labels on resources
- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice.

The effectiveness of leadership and management of the early years provision

The childminder organises her time and space effectively to provide children with a stimulating learning surround. Children have ample play space indoors and move freely between the dedicated playroom, lounge and conservatory. A variety of educational posters are displayed in the minding areas and the childminder has a very wide range of toys for children to choose from which promote skill development in all areas. Children show interest in the toys and enjoy themselves playing indoors and in the garden, where they have access to a further variety of equipment, such as a climbing frame. Children play safely as the childminder has identified and minimised hazards within the home and she maintains risk assessment records for both the home and outings children are taken on. Children's welfare is safeguarded and the childminder supervises them well as they play. She has attended specific child protection training and has a detailed policy in support of her practice, which she shares with parents. Children have good relationships with the childminder and turn to her readily for support showing they feel safe and secure in her care. The childminder treats all children with equal concern and has a good understanding of their individual needs. She is sensitive to children's differing temperaments and understands when to support learning and when to step back to allow children time and space for independent exploration.

The childminder works in partnership with parents and others involved in children's care and education. She has established good relationships with parents, who receive both verbal and written daily feedback about their child. Information is displayed for parents within the childminder's entrance hall and this includes access to her policy folder. Parents are very positive in their praise of the childminder whose 'advice and caring nature' they have found 'invaluable'. The childminder, although she has no formal self-evaluation system, continually reflects on her practice and improvements that could be made. She seeks regular feedback from parents and has identified her paperwork as an area for future development, together with further training about the Early Years Foundation Stage.

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

Children behave very well and are making good progress with their learning. They play happily together and amicably share resources, such as the play food whilst engaged in imaginative play. The childminder praises children's efforts, thereby boosting their self-esteem, and takes a genuine interest in what children say and do. She echoes back children's comments to confirm she is listening to them and acts as a positive role model with regard to manners. Children show a good motivation to learn as they absorb themselves in learning through play. They concentrate well and show good hand-eye coordination as they complete inset puzzles. The childminder sits with children and talks to them about the different patterns that can be seen on the puzzles. Children show an understanding of shape and colour as they play with a shape sorter. They correctly identify the

yellow, green and blue colours of the shapes and recognise and name a circle. The childminder asks them if they can name the other shapes they see and they intently look at the shapes and name a square. Children show an understanding of number as they count the holes in the shapes. The childminder talks to children to help develop their conversation skills and has some words displayed on posters and for the role play shop but does not label her resources to increase opportunities for children to develop an understanding that print carries meaning. The childminder keeps written and photographic evidence of observations of children's learning and links her observations to the different learning areas. She knows children well and helps develop their future skills by effectively interacting with play and by providing activities which support skill development in all areas. Children, for example, are learning about the natural world through planting and growing radishes, tomatoes and beans. They develop their creative skills through activities, such as, modelling with dough, painting, colouring and drawing.

The childminder works in partnership with parents to meet children's dietary requirements. Children develop an understanding of a healthy lifestyle through the provision of healthy snacks and meals and access to regular exercise. They follow routine hygiene practice as they wash their hands before they sit to eat a snack of strawberries and grapes. They freely access their drink when thirsty. Children thoroughly enjoy play in the fresh air and eagerly put their shoes on to go outside. They smile and laugh together as they ride around on wheeled toys and as they push a toy buggy around. They confidently climb the steps on the climbing frame before coming down the slide. They show an understanding of safety as they carefully hold on while they climb. Indoors, they hold the bar on the mini trampoline as they exuberantly bounce up and down. They learn about safety in the home as they take part in practises of the childminder's emergency evacuation drill and have learnt, for example, about safety around animals through activities planned by the childminder.

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

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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