

Inspection report for early years provision

Unique reference number	111182
Inspection date	15/03/2011
Inspector	Amanda May

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 in Aldershot Hampshire. The childminder's two adult children also occasionally stay at the property during university holidays. The whole of the ground floor of the childminder's house is used for childminding with toilet facilities being provided in this area. The childminder makes use of local parks and walks in the fresh air on a daily basis.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children who attend in the early years age range four of these on a part-time basis. She is registered to care for a maximum of six children at any one time. The childminder attends local carer and toddler groups on a regular basis and the family have a pet rabbit.

The childminder has recently achieved a level three qualification, diploma for home-based childcare. The childminder 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 supports children in making good progress in their learning and highly effective arrangements are in place to ensure that children's safety is significantly enhanced whilst they are in her care. Strong links with parents ensures that the childminder is best positioned to support individual children and parents are kept well-informed about their progress. The childminder ensures parents' views are sought and these are used to plan future developments which are generally well targeted and have a positive impact on the children who attend.

What steps need to be taken to improve provision further?

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

- develop links and share relevant information with other early years' providers which children attend in order to promote coherence and continuity of care and learning support
- plan and provide activities to encourage children in their exploration of the outdoor environment whilst extending and enhancing the learning opportunities provided inside.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded through the childminder's thorough understanding of issues surrounding safeguarding children. She has attended additional training courses to help support her knowledge and reviews her practice to ensure that children's health and safety is fully protected in all instances. The childminder ensures that children are cared for in a safe and welcoming environment and is highly knowledgeable about how to promote their safety when on outings and trips, for example as she carries emergency contact cards to ensure parents can be quickly contacted in an emergency.

Parents are very happy with the care their children receive and leave lots of positive feedback regarding the childminder's service, including praising her involvement in helping their child develop and progress. The childminder is able to support children in their learning and development very well as a result of seeking key information from parents, particularly in respect of children's starting points in learning. This helps her to plan activities for new children which are challenging but enjoyable. The childminder has approached parents to seek consent to discuss children's development with the other early years' settings which they attend, however secure links have not been made in all instances. This means that information is not always effectively shared concerning the next steps planned to support individual children in their learning, limiting the opportunity to work together consistently. Partnerships with other childcare professionals are more effective, such as when supporting individual children with special educational needs. For example, the childminder has been involved in sharing information from speech and language specialists and developing activities with their support to ensure consistency and coherence.

Children enjoy having access to a range of resources and equipment which they help themselves to freely. Some resources are displayed to encourage children's interests and children are developing their awareness of sharing and taking turns. Children are generally motivated in their learning, partly due to the childminder recognising when children are beginning to lose interest and would benefit from a change of activity. The childminder has a good understanding of the stages the children are at in their learning and through good quality partnerships with parents is able to ensure that each child's individual needs are met and that individual children are supported consistently in their stages of development. The childminder is eager to promote children's awareness of other cultures and beliefs and this is a key strength of the provision. As a result, children are learning to respect one another and develop close friendships with the childminder and other children.

Through secure self-evaluation the childminder demonstrates a good awareness of the strengths of her provision and has developed aspects of her service to further enhance areas which would benefit from development. For example, since her last inspection the childminder has attended training in food hygiene and invested in a food temperature probe to ensure that any food prepared or cooked on the premises is done so safely. This ensures that children's safety and health is very well protected. The childminder shares good practice with other childminders in

the area and attends training to enhance her provision further. This allows her to plan developments which will make a positive impact on the children who attend.

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

Children are developing an exceptional awareness of others and have an excellent understanding of a range of cultures and beliefs different to their own. This is due to the childminder planning activities and seeking resources which support their interests and benefits them highly in their play. Children enjoy dressing up in role play outfits which depict different cultural traditions and greet visitors with a Thai greeting as they arrive, demonstrating how they are learning about different people and valuing diversity. The childminder supports children very well in their development and observes children's behaviour and abilities in order to be able to plan future activities which will support them in making good progress.

Children enjoy making gifts for Mother's Day and concentrate as they look for the craft stamp which depicts the letter of their first name. They sound out the letter as they work, demonstrating their on-going understanding of the English language, whilst forming written letters as they label their work with their initial. The childminder recognises the importance of providing appropriate challenge to the children who attend and understands how to encourage children to progress and practice their skills. For example, a child who is particularly good at completing puzzles is encouraged to try those which are bigger and provide a greater challenge. Children persevere in their attempts at joining the correct pieces together and smile as they succeed. The childminder supports children as they learn what constitutes good behaviour and demonstrates a good understanding of how to support children learning about how to behave in ways which are safe. For example, the childminder practises fire drills with the children who attend, helping them to support their understanding of what to do in an emergency.

Children's awareness of being healthy is also supported very well. Older children are independent in their own health care routines and younger children are encouraged in developing their own awareness of keeping healthy through wiping their hands before they eat. The childminder encourages active play through attending toddler groups and also visiting local parks. However there are fewer opportunities for children to enjoy a range of activities which extend their learning inside and cover different aspects of their learning and development in the outdoors.

The childminder demonstrates a good understanding of how to promote each child's interest in the activities on offer and uses their achievements to plan new experiences. This helps children to become inquisitive learners and supports them in acquiring the skills needed for a successful future.

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	1
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	1
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