

## Inspection report for early years provision

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<b>Unique reference number</b>	112549
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Jacqueline Munden
<b>Type of setting</b>	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 child in the Basingstoke area of Hampshire. All areas of the home are used for childminding and there is a secure garden for outdoor play. The family has two pet cats.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years; of these, no more than three may be in the early years age group with no more than one aged under one year at any one time. At present, she is caring for six children, three of whom are in the early years age group. There is no provision for overnight care. The childminder sometimes works with an assistant, although permission is not granted by Ofsted for any assistant to be left in sole charge of minded children.

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.

Children thrive in the safe and caring environment provided by the childminder where they are all valued and included. Overall, children's learning and development are promoted successfully. Strong relationships are forged with parents and others involved in children's care to ensure their individual needs are met. The childminder evaluates her practice enabling her to identify areas to further develop. This demonstrates a strong commitment to drive improvements to her service.

## **What steps need to be taken to improve provision further?**

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

- enhance systems of observation, assessment and planning of each child's progress to fully complement their learning and development with particular regard to developing skills relating to information and communication technology, calculation and learning about others in society.

## **The effectiveness of leadership and management of the early years provision**

The childminder gives high regard to promoting children's safety. She, members of her family and her assistant are all suitably vetted. The childminder and those working with her are clear about the procedure to follow should they have a child

protection concern regarding a child in their care. Thorough risk assessments are conducted within the home and for outings with effective measures being taken to minimise possible risks. A comprehensive range of policies and procedures that underpin the childminder's good practice, are shared with parents. All the appropriate records and parental consents are in place to ensure children's health and welfare are promoted.

The childminder organises her home and time very well. This enables her to provide a stimulating learning environment for children to play and to explore both indoors and outside. Overall, equality and diversity are promoted well. A wide range of resources is accessible at low level. Some of these promote positive images of all people in society, for example multi-cultural dolls.

Children with English as an additional language and additional learning and development needs are supported well. For example, the childminder learns key words in the child's home language to help them settle. Effective liaison with parents and other providers of the Early Years Foundation Stage to which children attend ensures continuity in their care. The childminder forms strong partnerships with parents from the outset which benefits children. 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 clear written record of their ongoing 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 'very happy' with the care their children receive and the progress they make whilst in the childminder's care.

Since the last inspection, the childminder has made many improvements to her provision. She has updated her training in both first aid and food safety. The childminder seeks comments from parents to help her evaluate her practice and happily accommodates their requests - such as providing daily diaries to increase the information they are given about what their child does each day. Children contribute ideas of activities they would like to take part in. The garden has been developed to provide an extension of the learning environment. For example, a chalk board fitted to an external wall allows children to develop mark making skills outside. The childminder is keen to continue to drive improvements in her setting.

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

Children are happy and settled, and they clearly feel safe and secure with the childminder. They enjoy and achieve well as their individual needs and daily routines are met well. They engage in a wide range of interesting adult-led activities, both in and outside the home. For example, they learn about foods that are good for them to eat as they help make fruit kebabs. This also allows them to experiment and try new tastes and talk about where the fruit came from. They visit the farm where they learn about animals. Other outings have included developing new physical skills at the ice rink.

The childminder uses topics to help her plan a range of activities that promote most areas of learning. For example, a recent topic focussing on ladybirds included children developing creative skills as they coloured pictures of ladybirds and counting the spots they had. This learning activity is extended by later searching for ladybirds and other insects in the garden.

Children learn good skills for the future as they use some electronic toys and are learning to make marks. Children enjoy playing games such as sound lotto and a shape dinosaur matching game which provide an opportunity to develop early maths skills. The childminder recognises this also helps them learn colours and shapes and increases their concentration levels. Counting is apparent in everyday situations as they count the trains on the track. The childminder extends some children's interests in telling the time by using a clock and relating it to the routine of the day. Imaginary play is encouraged as children use role play toys such as ironing activities and caring for dolls. The childminder ensures all children are included and that they can take part in activities at their own development level. For example, very young children use sponges for painting and a range of puzzles provides varying levels of challenge.

Overall, the six areas of learning are promoted well and their ongoing progress is planned for and tracked effectively. However, the childminder does not always ensure that activities are always suitably extended for each child to fully enhance their development. For example, children take part in planned activities to help them learn about different cultures such as eating foods with chop sticks, thereby encouraging an appreciation of other cultures. However, toys showing people with disabilities are stored out of reach which limits some areas of children's developing awareness of people's differences. Gaps in the tracking sheet are not always used to identify missing areas of learning ; for example, developing skills relating to information and communication technology and using calculation.

Children benefit from accessing the well equipped garden where they enjoy physical play as they climb and bounce on the trampoline. They learn about healthy lifestyles as they are gently reminded to drink regularly and learn effective hygiene routines. Children learn to keep safe as they take part in fire drills and planned emergency evacuations. The childminder reminds them to use some equipment with care. Children make a positive contribution to the setting as they are confident in making choices and communicate well with each other and with adults. For example, at snack time they happily wash their hands and then ask to eat outdoors. They respond well to the childminder's positive behaviour management techniques and are learning good manners when eating and respect for each other as they learn to take turns when playing.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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