

Inspection report for early years provision

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Inspection date	14/06/2011
Inspector	Brenda Flewitt
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 two adult children, on the outskirts of Andover, Hampshire. The whole of the ground floor of the property is used for childminding, which includes a lounge, conservatory and a kitchen. Toilet facilities are provided on the first floor. There is a fully enclosed garden available for outside play, which is laid to wooden decking and paving.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight may attend at any one time, of whom three may be in the early years age range. There are currently six on roll; of these, three are in the early years age range. The childminder cares for children who use English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home by a childminder who knows each of them well. They are involved in a good range of activities, both inside and out, that promote learning through play and everyday experiences. Overall, the childminder establishes very effective relationships with parents in order to meet individual needs and gains some information from other settings. The childminder has some good methods in place to help identify areas for development. She updates her knowledge of various areas of childcare by liaising with other professionals and attending training. This contributes to continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve systems for sharing information with other settings that children attend, to fully support their overall development
- improve the two-way flow of information with parents regarding procedures to be followed in the event of a complaint

The effectiveness of leadership and management of the early years provision

Overall, the childminder implements clear policies and procedures to promote children's welfare and safety. She completes risk assessments to provide a safe

environment for children to play, both in the home and on outings. The childminder has a good understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. She has attended training to update her knowledge, and records existing injuries as routine. This all helps to protect children from harm. All the required records are well organised, completed clearly and stored confidentially.

The childminder organises her home well to meet the needs of the children in her care. Children use a range of toys and equipment, which are stored and arranged so that they can make spontaneous choices, according to their age and stage of development. The childminder makes good use of local facilities to provide outings to enhance children's learning. Children benefit from her regular contact with other childminders. They develop trust in other familiar adults and enjoy the company of siblings and friends. The variety of outings enables children to meet a range of people and use an extended choice of equipment. For example, regular visits to toddler groups promote children's social skills as they participate in singing and story time in a larger group. They learn a positive attitude to people's differences through the good example set by the childminder, open discussion, and as they use resources that encourage a positive self-image.

The childminder promotes effective relationships with parents, which are both friendly, professional and supportive. Parents say she is 'caring, reliable and helpful'. They like how she encourages their children's confidence, speech and social skills. Overall, she supplies clear information about the setting, which includes written policies and statements. However, the two-way information sharing with parents is not fully established with regard to the complaints procedure. The childminder encourages daily sharing of verbal information in order to meet individual needs. She gains some information from other settings that children attend as she collects and delivers. However, the system is not thorough enough to fully support children's overall development.

The childminder has addressed the recommendations set at the last inspection, which has improved aspects of children's health and safety. She has some good methods to help her look at her practice to make improvements. This includes regular contact with other childcare professionals to share ideas and good practice. She seeks online information and attends training to update her knowledge to continually improve the children's experiences.

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

Children are happy, settled and secure in the care of their childminder. Children develop trusting relationships with her, her family and one another in a welcoming family home. They play well together, and independently. They are very confident to make their needs known, as they can be sure of a friendly response. Children behave well. They know what to expect through familiar routines and clear explanations. Children learn to share toys and take turns; they start to understand

the impact of their actions on others. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children participate in a good range of activities, both inside and out, that helps them learn through play. They develop a meaningful sense of number as they count every day items and objects, for example, when building with bricks. Walks in the local area encourage children's curiosity about the natural world, as they see changes in seasons and collect leaves. They learn to care for living things through planting seeds and nurturing them as they grow. Children use their imaginations when using small world toys and role play equipment. One child particularly likes to act out real-life situations with toy trains. Children are confident in naming the engines, knowing what colour they are, and solving problems in piecing together 'straight' and 'curvy' sections of track. Children explore and investigate a range of materials, such as sand, paint, dough and corn flour, using their hands and tools to manipulate, transport and make marks. For example, all children love to chase bubbles, watching them float and pop. They take turns in using the wand, suggesting alternative methods to make the bubbles appear. On a sunny day, water play promotes skills for writing as children use paintbrushes and rollers to make marks and patterns on paving slabs.

The childminder completes an observation and assessment record that includes dated and annotated photos of children enjoying various activities. She uses this to identify how she will promote the next steps towards the early learning goals. She knows the children well as individuals, which enables her to support each of them to make good progress in their learning and development. The childminder interacts positively with the children, which helps them learn good communication skills, solve problems and start to understand the world around them.

Children enjoy a healthy lifestyle. They practise good routines for their own personal hygiene. Children make choices in what they eat from food supplied from home. The childminder helps them understand the importance of healthy eating through discussion and good example. Children have daily fresh air and exercise by way of garden play, and visits to play parks where they use a range of equipment to develop large muscle skills. Children learn about aspects of their own safety, such as how to move around and use equipment sensibly. They are involved in safe routines for crossing roads when on outings. Children know what is expected if they must leave the home in an emergency because they are involved in regular practises of the escape plan.

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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure there is written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 28/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 28/06/2011