

Inspection report for early years provision

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Inspection date	21/06/2011
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her child, aged seven years, in Church Crookham, Hampshire. The downstairs of the home is used mainly for childminding with a first floor bedroom used for sleep only. There are toilet facilities on both floors. There is an enclosed garden for outdoor play. The family has a cat. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. She can 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. The childminder currently cares for three children in this age group. The childminder may provide overnight care for one child under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder thoroughly enjoys her role and very effectively organises her practice to provide children with a happy, loving, home environment for their care and learning. Children have excellent relationships with the childminder and make good progress with their learning as they engage in a balance of free and adult directed play. Inclusive practice is positively promoted and the childminder maintains a generally well detailed range of documentation to support most areas of her practice. She has made an excellent start to her childminding career and her capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve children's records by showing their next steps in learning and by tracking their development in all learning areas
- develop self-evaluation systems, for example, by using Ofsted's self-evaluation form as the basis for an ongoing review of practice.

The effectiveness of leadership and management of the early years provision

Children are very happy and relaxed in the childminder's care. They confidently approach her for support with play, or to chat, showing that secure trusting relationships are established. Their welfare is safeguarded by the childminder, who understands her role and responsibilities with regard to child protection. She has a detailed policy to support her practice in this area and keeps a record of visitors to her home. She is also looking to access safeguarding training to further develop her own knowledge. Children play safely because they are well supervised and the

childminder has risk assessed her home and minimised identified hazards. For example, the premises are kept secure and socket covers are in place. Detailed risk assessment records are maintained together with recorded checks of the smoke detectors on the premises. A variety of age appropriate resources are easily accessible to children in a low level storage unit. Resource boxes are labelled with both words and pictures so all children are aware of their contents. The childminder treats all children with kindness and equal concern. She has been proactive in obtaining resources to support children with English as an additional language in developing and using their known languages during play. All children have equal opportunity to access all resources and activities and they enjoy choosing what they play with.

The childminder works positively in partnership with parents and others involved in children's care and education. She has taken the initiative with regard to liaising with other carers to ensure relevant information is shared about children's development. The childminder has very good relationships with parents and shares detailed information with them about her practice and their children. Information is shared both verbally and through a daily diary and the childminder also displays information, for example about the Early Years Foundation Stage, in her home. The childminder also provides parents with a newsletter with details of forthcoming activities children will be taking part in. Parents are "very happy with the care and education that is provided" and find the childminder's service is "fabulous". The childminder has only been minding a short while and, although she has no formal self-evaluation system, she has reflected on her practice, made improvements and identified further areas for development. For example, she extends her resources to meet children's ever- changing development needs. She obtains feedback from parents via a questionnaire about her practice.

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

Children are very happy and content and absorb themselves in meaningful play. They have good opportunities to develop their future skills through access to play and learning experiences both indoors and outside the home. The childminder maintains learning records for all children in which she keeps both written and photographic evidence of their achievements. She positively interacts with play to help develop children's learning and has recorded some next steps in learning but does not keep a record clearly tracking children's progress. Children's behaviour is very good and they play amicably together. They happily share resources, such as the toy drum, and take turns with dough modelling tools. They display very good manners, following the positive role model set by the childminder. Children develop in self-esteem as the childminder praises them during play. They take responsibility for their environment as they help tidy toys away. They develop a sense of ownership and belonging as their photographs and artwork are displayed by the childminder, demonstrating that she values children's efforts. Children handle tools safely, for example they carefully and correctly use a plastic knife to help slice their banana for snack. They take part in regular practises of the childminder's fire drill which reinforces their understanding of safety in the home.

The childminder's policies and procedures help protect children from illness and infection. They follow routine hygiene practice as they wash their hands before eating a healthy snack of banana and strawberries. They have free access to the garden and enjoy themselves playing with a scooter and using chunky chalks to mark make on the walls and chalkboard outside. The childminder draws a heart shape and challenges children to draw a similar one. They enthusiastically rise to the challenge and carefully draw round the outside of the shape drawn by the childminder. They have learnt about the natural world through planting and growing flowers and vegetables, such as cabbages. They eagerly water their plants to help them grow. Children learn about letter names and shapes as the childminder writes the alphabet on the outside wall, naming the letters as she does so. She writes children's names and they recognise their names, proudly pointing to them. Children show a good understanding of different colours as they confidently recognise and name the purple and pink colours of modelling dough. They absorb themselves exploring a tray of musical instruments and notice the different sounds made and have fun joining in with number and action songs.

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