

Inspection report for early years provision

Unique reference number	EY397419
Inspection date	28/09/2010
Inspector	Doreen Forsyth

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 2009. She lives with her husband and young daughter in a detached home in Weyhill, near Andover, Hampshire. The whole house is registered for childminding, with play taking place largely on the ground floor. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under the age of eight at any one time. Of these, two may be in the early years age group. The childminder is registered to care for one child under the age of eight overnight. Currently, there are three children on roll, two of these are in the early years age range.

The childminder is a member of the National Childminding Association, she has a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This very efficient and experienced childminder recognises the uniqueness of each child, she works closely with parents to routinely meet the children's individual needs. The children are helped to make good progress in their learning and development through the wide range of activities and resources the childminder offers. The childminder welcomes and supports all children regardless of their backgrounds or abilities. The childminder has only recently started minding, but she has already identified how she can improve her service and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that when the regular emergency evacuation drills are carried out, the details are recorded in a fire log book with details of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

The childminder provides a very well organised childminding service. All of the records, policies and procedures that are necessary for the effective management of the childcare provision, for the children's safety and welfare, and to meet the requirements of the Early Years Foundation Stage are in place and well kept.

These policies include the procedures the childminder would follow if she has any child protection concerns. She is very confident in what she would do if any issues arise, the children's safety and protection are her highest priority. The childminder and her husband have been suitably vetted, no unvetted adults have unsupervised access to the children.

Children play in a very safe, welcoming and well organised environment. They have easy access to the small secure garden where there are resources for outside play, such a play house, wheeled toys and a water tray. There is a very large range of suitable toys and equipment available to the children, these are attractively stored in baskets throughout the lounge so that the children can easily access them. Many more are kept in the garage, the childminder constantly rotates the toys so that the children can choose from a large selection what they wish to play with. The childminder has effectively risk assessed her home and garden to identify and minimise any potential hazards to the children. She has put appropriate safety measures in place, such as using a gate at the bottom of the stairs to prevent toddlers accessing the stairs. The premises are kept secure with the side gates and doors locked when children are present. The childminder has practised with the children how they would evacuate the home in an emergency but she does not record these practices.

The childminder has only been minding for a short period, but she has a wealth of previous childcare experience. She welcomes all children including those that may have special educational needs or disabilities and those children that speak English as an additional language. The childminder keeps parents informed of their children's activities and progress, and is aware of the importance of working closely with other early years providers that the children use, such as the reception class teacher. The childminder plans to use a self-evaluation scheme to help her monitor and assess the quality of the provision she offers so that she can effectively continue to promote good outcomes for children and improve her practice.

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

Children appear very happy, content and settled with the childminder. They enjoy exploring the broad selection of resources and activities that she provides. The childminder plans weekly activities to help the children to progress towards the early learning goals. These include trips out, such as to toddler group or to 'jo jingles' music and movement sessions and visiting play parks. They also play in the garden, take part in craft activities and read books, dress-up and listen to stories. The childminder plans these activities around the children's school runs, meal and rest times. They often go for local walks, to the park or to collect from the nursery. All these activities help children to explore their environment, learn about the wider world, develop their communication skills and learn to interact with others.

The childminder is observing and recording the children's progress extremely well using an attractive learning journal. The childminder skillfully uses the information

she gleans from these records to plan a next step to progress the children's learning. Parents are welcome to see these records at anytime.

The well-maintained, clean and welcoming environment that is provided enhances the children's health and well-being. Children are provided with very healthy and nourishing meals and snacks and can always access their own drinks. They rest and sleep according to their needs and own routines. Children are learning good hygiene routines such as washing their hands before eating and are provided with individual towels to help minimise the risk of cross-infection. Most days they play outside and have good opportunities for fresh air and exercise. Children are learning to keep themselves safe, for example, they practise emergency evacuation procedures and learn to tidy away toys so that they don't fall over them.

The childminder encourages the children to behave appropriately. She constantly offers them praise and encouragement, acknowledging their achievements. She reminds them to be polite and use please and thank-you when appropriate. The childminder interacts well with the children, she takes part in their play and activities and offers suggestions and resources to extend their play. Children use some simple electronic toys and older children can access the family laptop. Though some of the resources they use, such as books and small world toys, the children are beginning to gain an understanding of diversity. Because of the skill of the childminder, the children are developing well and learning some of the skills they will need to develop to be active and inquisitive learners in the 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	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

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