

Inspection report for early years provision

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Inspection date	12/08/2011
Inspector	Judith Reed
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 2001. She lives with her husband and three children aged eight, eleven and thirteen years in Yateley, Hampshire. The property is close to local schools and amenities and there is a park nearby.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. A variation is currently in place for Tuesday, Wednesday and Thursdays to enable care for four children in the early years age group. The childminder is currently minding six children who attend on a part-time basis. Children have access to the whole of the property. Sleeping facilities are available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is a member of the National Childminding Association local network and attends several local groups for children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individuality is highly valued and supported by the childminder. She builds exceptional links with parents and other professionals to support all children's development. High quality individual records of learning are in place, which include most areas of development. Equality and diversity are extensively promoted. The childminder carries out careful and thorough evaluation of her practice to ensure appropriate ongoing improvement and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- including all six areas of learning on observations records

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder is knowledgeable about procedures to follow if she has any concerns. A well written policy is in place and is shared with parents. The childminder also has information booklets available and has completed up-to-date training regarding safeguarding issues. She completes regular risk assessments around her home and garden to ensure children's safety.

All outings are also carefully risk assessed. The childminder ensures all outer doors are secure when children are present and that safety equipment such as, stair gates and socket covers are in place. Fire evacuation is practised regularly and smoke alarms are checked. All adults living in the home are suitability checked. The childminder ensures all necessary documentation is in place to further ensure children's health and safety. Parents complete contact information and keep the childminder informed about any health issues. Parents also complete questionnaires to give the childminder their views on her provision. Their responses are highly valued by the childminder and used to make ongoing improvements. Parents report that they find the childminder easy to talk to and approachable. They are very satisfied with the care provided and appreciate the wide range of activities available to their children. They also state that they are confident their children are safe and protected by the childminder who sets clear boundaries regarding behaviour. Parents meet with the childminder when their child commences and discuss the starting points for their learning journey. Parents are fully involved in their children's learning and development as they review the learning journey records regularly and receive a daily diary, which includes activities. The childminder encourages all parents to let her know what is happening in their children's home and pre-school by writing in this book and also in their learning journeys. This ensures two way communication and parents are contributing to their children's day to day care. Excellent links are built with local pre-schools and nurseries to further support children's development. The childminder meets with key workers to discuss children's learning and includes an information sheet in their records. She also liaises with other professionals to support children's special educational needs and/or disabilities.

The childminder carries out comprehensive self-evaluation of her childminding provision. She also notes planned ongoing developments and improvements in her self-evaluation book. This supports her continuous development. The childminder is pro-active in keeping her training up-to-date. She also receives valuable support from the network co-ordinator. Equality and diversity are effectively promoted at all times. The childminder displays posters showing 'All children are exceptional', as well as different languages. She has many toys and books which reflect diversity. The childminder talks to children about diversity and answers their questions, always emphasising that being different is acceptable. All children are encouraged to play with all the toys regardless of their gender and discrimination is challenged. Children bring books from home, which include different languages and these are enjoyed together. The dedicated playroom has a wide choice of toys and activities available to the children at all times. Toy boxes are clearly labelled with text and pictures to enable children's choices. The toys are rotated and resources are effectively used to meet the individual needs of the children. Children also have use of a computer and programmes which support their learning colours, shapes, letters and nursery rhymes. They also have constant use of the well planned garden to enable physical development and exploration of the natural world. Children enjoy climbing a small climbing frame and slide. They rock on rocking toys and explore the inside of a tent. They also join in growing vegetables and flowers and caring for plants.

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

Children flourish in the childminder's care. Their development is meticulously observed and recorded. Children are encouraged to try new activities and praised on their achievements. They enjoy joining in and become confident and independent. The childminder knows the children enjoy their learning and they are proud of their achievements, showing excellent self-esteem. They enjoy looking through their learning journeys and talking about what they have done or the experiences they have had, demonstrating excellent personal, social emotional development, as well as communication, language and literacy skills. The individual learning journey records include frequent observations and photographs of activities. The childminder includes notes to link with most areas of learning. She is very aware that all children are unique and develop at their own pace. The learning journeys help to individualise the children's learning and help keep in mind their next targets. Exciting and interesting activities are included, such as decorating a plastic elephant shape with glue and pieces of scrap, and experimenting with finger painting. Activities are carefully differentiated, taking into account each child's stage of development and skills. When younger children have a morning nap the childminder offers others the opportunity to make 'crispy cakes'. Children carefully count out ten paper cake cases and break the chocolate into a bowl. The childminder melts the chocolate in the microwave and warns the children that it is hot and they need to be careful. She puts the chocolate into a cool bowl and the children very carefully pour some cornflakes into the chocolate, stirring as they gradually pour in all the flakes. When all the cornflakes are covered the children gently spoon the mixture into the cake cases and decorate them with chocolate buttons. They proudly show the tray of cakes before they are put aside to cool. This activity demonstrates all six areas of learning and the childminder takes photographs to include in their learning records alongside her observations.

Children's good health and well being is promoted to a very high level. They have access to fresh water and juice at all times. They enjoy a varied menu which includes two pieces of fresh fruit or vegetables at each meal. Healthy snacks, such as fruit, breadsticks, raisins and cereals are offered. The childminder is experienced in providing for children with particular dietary needs. She displays posters in the bathroom to encourage hand washing and ensures that the children wash their hands before eating, after playing outside, after messy play, as well as after using the toilet. Paper towels are available for hand drying to prevent cross infection. Parents are made aware of the health, safety and sickness policies. Children have daily opportunities to walk to and from school or to run around in the park. They enjoy access to the garden at all times. The childminder provides astro-turf, instead of grass, in the garden to enable the children to have all year access to the garden and outside play without getting muddy. Children feel safe as they are made aware of dangers and learn about keeping themselves safe. The childminder helps children to stay safe through joining in fire evacuation drills and learning to cross roads. Children enthusiastically join in the activities and games. They make choices about their own learning, share and make friends. They regularly meet other childminders with their children and build positive relationships. Children respond well to the high expectations of the childminder

and understand the need to keep the environment tidy. They are praised and rewarded for their good behaviour. Children develop valuable skills for their future lives. They care for one another and understand each others needs. They use numbers confidently and count well. Children communicate throughout their play and all children make their needs known to the childminder. They also develop information technology skills as they use the computer along with press button toys and games.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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