

Inspection report for early years provision

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Inspection date	21/09/2011
Inspector	Jacqueline Munden
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 registered in 2003. She lives with her husband and their three children aged two, seven and 16 years in Church Crookham, Hampshire. The whole of the property is used for childminding with toilet facilities available on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight, of whom two may be in the early years age range. There are currently six children on roll, of these, three are in the early years age group. 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 are welcomed into a safe and warm family environment, where they are all valued and included. Overall, relationships with parents and some other professionals involved in children's care help to meet their individual needs. The childminder generally evaluates her practice effectively, allowing her to identify areas to develop. This demonstrates a strong commitment to making continuous improvements to benefit children. As a result, children generally make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- increase learning and development opportunities by further developing systems of observation and assessment of each child's progress to plan for the next steps in all areas of their learning
- further develop systems to communicate and work with other settings to provide continuity in children's care and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The childminder and adults living in the house are suitably vetted. The childminder is clear of the procedure to follow should she have a concern about a child in her care. Risk assessments are conducted on the home and for outings, with effective measures taken to minimise any possible risks. For

example, while building work is carried out at her home she makes sure children are protected from any hazards. All the appropriate records and parental consents are in place to promote children's good health and welfare. A wide range of written policies and procedures that underpin her good practice are shared with parents.

Overall, the childminder reflects her practice well and identifies areas for development. Comments are sought from parents to help her evaluate her practice. She has a clear vision of how she intends to continue to improve outcomes for children. For example, she plans to develop further the newly implemented system for recording and tracking children's progress. This demonstrates a strong commitment to driving improvement. The childminder increases her professional development by attending training.

Equality and diversity are promoted well. The childminder spends her time focussed on the children and ensuring their needs are met. A wide range of resources are available for children to choose from. Many resources promote diversity and are appropriate for children of all ages and stages of development. The childminder is knowledgeable about children's family backgrounds, which helps her to fully support children's individual needs. No children with special educational needs and/or disabilities currently attend but the childminder is clear on how she would support them. The childminder ensures she knows about any medical or physical conditions the children may have, to enable her to offer appropriate support.

A strong partnership is forged with parents from the outset. A parent's pack is provided when children first start. Regular discussion and a daily diary mean information is shared regularly. Parents have opportunities to view the written record of their child's development. The childminder makes links with other professionals to help her support children. However, she is yet to communicate and work with other settings to provide continuity in children's care and learning.

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

The childminder's home is clean and well organised. Children have ample space to play and explore both indoors and out. Children are very happy and settled with the caring childminder who helps them to enjoy and achieve well. Children's strong relationship with the childminder helps them feel safe and secure. The childminder makes observations and some plans for the next steps in children's learning and development. However, the system does not make sure all areas of learning are always included to fully promote children's progress.

Children take part in a wide range of planned adult-led activities both in and outdoors. For example, they develop physical skills at the soft play area and social skills at toddler groups. All children took part in a group project by entering the 'Fleet in Bloom' competition in their local community. The childminder made sure each child participated at their own development level. For example, they chose to create a rainbow garden. All children used paint to decorate the pot and decided

what colour flowers to have. Older children used the internet and books to research what plants they needed to produce the flowers they wanted. A visit to the garden centre allowed children to select and purchase plants, which they cared for by watering regularly. Photographs show the children proudly receiving first prize at a ceremony in the town. This project encouraged children to work collaboratively and take responsibility in caring for plants. They used their ideas and imagination when creating the design. As a result, they developed high levels of self-esteem and a strong sense of contribution.

Children learn good skills for the future as they play with electronic toys and use computers. They make marks using a range of creative materials. Many of these are easy to hold to allow very young children to take part. Children enjoy looking at books. They develop good communication skills as they confidently talk with their friends and adults. In the home, children confidently select resources. They concentrate well as they use dough and develop skills in using tools to cut and mould it. The childminder uses opportunities as they arise to help children learn. For example, she talks about the shapes of cutters used with the dough and counts grapes into a bowl at snack time. Children, aged three years, use their imagination as they play with a space rocket, counting from 1 to 20 and then lifting off.

Children learn about healthy lifestyles. They benefit from lots of opportunities to play and learn outdoors. The garden is not safe for use at present due to building work. However, the childminder takes children to local parks to make sure they still have plenty of fresh air and exercise. When safe, the garden is used effectively to extend the learning environment. The use of a gazebo means children can play and explore outdoors in all weathers. Children develop physical skills and large muscles when using equipment in the garden and at the park.

Children follow effective hygiene routines to keep healthy, such as washing their hands after using the toilet and before eating. They enjoy healthy nutritious meals and snacks, which the childminder provides. They learn what foods are good for them. Children are developing a good understanding of keeping safe. They learn to cross roads safely when out walking and happily pack toys away to keep floors free from tripping hazards. The childminder uses positive methods to encourage children to learn about fire drills, awarding them a sticker for taking part. Children respond well to the childminder's positive approach to encouraging good behaviour. They are polite and kind to each other, learning to take turns and listening when others are talking. Children are developing a good understanding of the wider world and other cultures, as they play with multi-cultural toys and books.

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:	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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