

Inspection report for early years provision

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07/10/2011

Inspector

Catherine Greenwood

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 2006. She lives with her husband and children aged 10 and six years, in a house in Farnborough, Hampshire. The house is close to local schools, parks and shops. The downstairs of the property is used for childminding and there is a dedicated playroom, as well as a fully enclosed garden available for outside play. The family have a pet cat and guinea pig. The childminders provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years. She currently has three children on roll in the early years age range. The childminder also offers care to children aged over five years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis. The childminder holds an NNEB qualification and currently supports children who are learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is run in an efficient and well-organised way. The childminder's patient and caring approach, combined with her ability to promote children's learning, are key strengths of the provision. Children's individual needs are well met through effective partnership with parents. Self-evaluation embraces children's and parents views and is used to make on-going continuous improvement to the provision. However, some aspects of good practice have not yet been achieved.

What steps need to be taken to improve provision further?

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

- improve the range of accessible resources for children to independently make their own designs and develop their creativity
- promote the full participation of children learning English as an additional language by offering additional visual support and using words in their home language.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has a secure knowledge of child protection procedures. Comprehensive risks assessment records are regularly reviewed to maintain children's safety, particularly since the childminder has moved to new premises. These also include the use of the

childminders mini-bus and details of any new places visited. All recommendations made at the last inspection have been met. The childminder's enthusiasm for making continuous improvement to the provision is good. This is achieved through the use of a comprehensive self-evaluation record and consultation with parents, to ensure children's individual needs are fully met. Since the last inspection the childminder has implemented several new initiatives. For example, she has created a parent pack, with details of all policies and procedures. She has also reviewed and updated the system she uses to record observations of children's progress. This streamlined approach has enabled her to increase her interaction with the children and observe their emerging achievements.

The organisation and variety of play equipment is good. The childminder adapts the environment according to the changing needs of the children and makes resources easily accessible at all times in the playroom and garden. Consequently, they show great enthusiasm as they access activities and resources within the two designated playrooms, one of which is used for creative activities. Children develop an understanding of diversity through a range of resources that reflect differences and planned activities that embrace different cultures. However, the childminder has not yet sought familiar words in children's home languages. This restricts the opportunities for them to hear familiar words and begin to feel confident with using them in their play. The childminder understands that where children receive education and care in more than one setting that it is good practice to share relevant information about children's learning priorities. This ensures continuity and coherence. For children who have just started nursery school, the childminder has taken steps to establish this communication. Parents are provided with newsletters, a daily diary and opportunities to look at their children's learning journeys. This means they are kept well informed about activities and their children's well-being and progress. Compliments records show they are happy with the provision. For example, they say 'the childminder is fantastic at keeping us informed, including a written account of my child's day, she is a very warm and friendly lady and my child has settled in very well. We trust the childminder one hundred percent'.

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

Children are provided with a good range of adult-led activities and free play experiences. For example, they make their own play dough, cakes and pumpkin soup and go on outings to parks, woodland areas, a nature reserve and farms. Photographic records and comments show the childminders good ability to evaluate how activities help children learn and make progress. Records of planning show a good range of activities that are linked to areas of learning with objectives that are adapted according to the age of the children taking part. For example, they make jelly and watch the cubes melt, create collage flowers and hand puppets, take part in group painting activities, sing, dance, feed ducks at the pond, make models from junk and visit a rare breeds centre. Children make good progress in their learning and development. This is due to the childminder's good

observation skills and her ability to communicate and interact in their play in a way that extends all areas of learning.

Children form very positive relationships with the childminder, who has a calm and positive approach. Her active involvement in children's play means they are fully supported with achieving their aims. For example, when younger children become frustrated because they can't reach something, she quickly intervenes and helps them access the resources. Children are extremely happy and settled in the childminder's home. They form close relationships with each other and are very familiar with the daily routine. Children's speech and language development is promoted as they choose to use resources, such as, a microphone and speaker. This successfully encourages younger children to make noises and experiment with sound. The childminder responds to children's interests in things they notice in the environment and uses these opportunities to extend children's range of vocabulary. For example, they point to photographs of the children displayed on the playroom wall, recognise their friends and say their names. Some children are beginning to identify letters within their name and link them to sounds. They like listening to stories and show interest in looking at books independently. For example, older children like 'reading' to the younger ones, as they create their own interpretations of the pictures within familiar books.

Children show great interest in counting in numerical order during their play. They explore a range of objects, for example, they look at bugs and pieces of cereal in small microscope containers. They have good opportunities to learn about the wider world, as they are taken on outings to a wide variety of places. Children's physical health is promoted as they play in the childminders garden, take part in music and movement activities and visit the park. Regular outings to soft play facilities stretch children's abilities, where they show confidence as they climb, use slides, ball pools and ride on toys. Children's creative development is promoted through planned activities and music. For example, they enjoy painting activities using leaves they collect on the way to the childminders home and sing along spontaneously to nursery rhymes they hear in the playroom. However, art and craft resources are mainly used during adult-led activities and are not made easily accessible. This restricts the opportunities for children to be independently creative. Children learn about their own safety, as they take part in regular fire evacuations. During outings they wear high visibility jackets and are reminded about their own safety. Children are provided with well balanced meals and snacks that promote their good health. They are protected from the risk of cross infection, as the childminder follows good hygiene practice.

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