

Inspection report for early years provision

Unique reference number	201860
Inspection date	11/10/2011
Inspector	Angela Jackson

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1999. She lives with her husband, one adult child and two children aged 13 and 14 years. They live in a house in a residential area of Langdon Hills, close to local schools, pre-schools, shops and parks. The whole of the ground floor plus an upstairs bedroom are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children aged under eight years at any one time. Of these, no more than three may be in the early years age group, with no more than one child aged under one. She is currently minding three children aged under two years. The childminder also cares for older children. The childminder cares for children from Tuesday to Thursday each week, all year round. She has strong links with the local children's centre and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the care of the childminder. The childminder is using her good knowledge of the Early Years Foundation Stage to provide a warm, welcoming and stimulating learning environment. Each child's individual needs are met. This means that overall children make good progress in all areas of learning and development. The childminder uses reflection and critical self-evaluation to effectively identify areas for further development. She therefore demonstrates a strong capacity to improve. Partnerships with parents and other professionals is a key strength.

What steps need to be taken to improve provision further?

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

- provide further activities, books, images, and resources that show a range of languages, dress, customs and cultures.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected as the childminder has undertaken relevant training and has a very good awareness of child protection issues. The childminder has a clear and relevant policy for effectively managing any concerns she may have about children's welfare. All adults living in the household or who come into regular contact with children undergo appropriate suitability checks. Children are further protected as a result of the childminder's thorough risk assessments of the premises and provision. A full risk assessment is recorded at

least once a year, but usually more often. This is because the childminder reviews it whenever changes occur, for example, as children get older and start using different areas or equipment. In addition, the childminder carries out more regular checks on fire detection equipment, toys and the areas in the house that children use. As a result, children are able to move freely and safely around the well organised play areas.

The childminder makes the most of training opportunities that arise. She is therefore continually updating her practice and using newly acquired knowledge to plan interesting activities. The childminder enhances her provision with sessions provided by the local children's centre. Children benefit from small and larger group activities that develop social awareness. The resources provided in the toddler groups are different to those in the childminder's home and therefore provide further challenge and interest for children. This means that children are able to thrive and make good progress in their development.

The process of rigorous self-evaluation is an integral part of the childminder's practice. She is very aware of her strengths and builds on these to make further improvements that benefit all children. Recognised areas for further development are effectively addressed by the childminder. She sets herself ambitious but realistic targets and takes full advantage of locally organised courses and training sessions. Children are therefore ably supported and have good levels of challenge appropriate to their age and stage of development planned for them.

Parents are fulsome in their praise of the childminder. They appreciate her professional, organised and flexible approach and consider themselves 'very lucky to have found her'. Parents are fully involved in their children's development and the progress they make in learning new skills. They are also pleased with the good relationships the childminder has with other settings their children attend. Partnerships with other professionals are well developed and provide a network of support for children and families. This means that the individual needs of children are effectively met. The childminder has an appropriate inclusion policy that is shared with parents. Children are valued for their uniqueness and are fully included. The childminder fully promotes equality and diversity.

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

Children feel secure in the care of the childminder. Toddlers are able to access a wide range of resources at a safe height and within easy reach. They are constantly supervised yet are given good opportunities to explore and make discoveries for themselves. As a result, they become confident and active learners, both indoors and outside. The childminder regularly tests the smoke alarm systems and practises emergency evacuation procedures with the older children. This promotes children's awareness of keeping themselves and others safe.

The childminder maintains children's good health. She has very high standards of hygiene and provides a good role model for children. The childminder is well informed about children's medical conditions or allergies and has the required

consents for medical treatment in place. Children's welfare is paramount and the childminder minimises the risk of cross-infection. Children take regular daily exercise outside in the fresh air. They walk to and from local schools and settings and play in the park as well as the garden. As a result, children learn about healthy lifestyles and flourish.

From the minute children arrive at the childminder's warm and inviting home, they are inspired to learn. The colourful ball pool is an adventure waiting to be enjoyed in the living room. Toddlers develop excellent coordination skills as they watch the movement of the balls that they roll and throw. The childminder rotates the extensive range of resources. She enhances children's interests and supports them as they develop new skills. The childminder assesses her keen observations thoroughly in order to provide stimulating experiences. As a result, children make rapid progress in their learning. Topics, such as autumn, provide a wealth of learning opportunities for children in all areas of learning. Children's communication skills are successfully promoted through group singing sessions and high quality interaction with the childminder. Children have access to a wide range of toys that are interactive and incorporate technology. They press switches to make sounds and turn buttons to draw pictures, as well as manipulating the workings of the toy camera. Children are therefore successfully gaining skills for the future.

The childminder has an appropriate behaviour management policy. She uses a good range of positive strategies to encourage children to have high self-esteem and to respect the views of others. Children therefore enjoy being cared for by the childminder and play well together. There is a good range of toys and resources that reflect difference in the local community. However, there are insufficient opportunities planned that promote children's understanding of diversity in the wider world. Children's own cultures and beliefs are valued.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----