

Inspection report for early years provision

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Inspection date	27/10/2011
Inspector	Alison Large
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 1995. She lives with her husband and three children in a house in the Farnborough area of Hampshire. All areas of the ground floor are used for childminding and there is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to provide care for five children under eight. Three of these may be in the early years age group. She is currently minding four children in the early years age group on a part time basis. The family have some fish. 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 cared for in a warm and welcoming environment where they are all included and valued. Children's welfare and learning are promoted successfully. The childminder gets to know each child well and overall, works closely with parents. This enables her to meet each child's individual needs. The childminder demonstrates a positive attitude to developing her practice. She has started to identify areas to further enhance outcomes for children. She has met her recommendations set at the last inspection, to ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- improve opportunities for parents to contribute to their children's observations and assessments to enable them to be fully involved in their children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is very caring and works closely with the children and their families. Effective systems are in place and fully understood by the childminder to ensure children remain safeguarded. For example, the childminder has a good understanding of child protection and the procedures to follow should she identify a child at risk of harm. She understands her role and responsibilities and has a safeguarding policy in place. All adults living in the home are suitably vetted and the children are always supervised well by the childminder. She ensures children's safety is fully promoted both in the home and when out on walks or trips. Risk

assessments are conducted within the home and for outings to ensure hazards are minimised. The childminder welcomes all children into the setting and ensures their health, safety and wellbeing is a high priority. She works closely with parents to support all children in her care. Equality and diversity are promoted well. The childminder demonstrates a good understanding of inclusive practice and encourages children to be involved in all aspects of their play and learning. She has a good range of policies and procedures which have been effectively implemented and shared with parents; this ensures the welfare and learning needs of all children are fully supported.

Children develop independence as they choose their activities from a good range of resources. The childminder works well with parents; she shares her policies and keeps parents well informed about their child's daily routines and achievements. She completes a Learning Journey folder for each child in the early years age group, which include photographs and some examples of their work. However, the childminder does not yet include comments from the parents in the assessment records. This would enable parents to be fully involved in their children's learning and development. She has made links with other settings the children attend. This ensures she shares information about the child's learning with the other providers of the Early Years Foundation Stage. She welcomes all children into the setting and ensures their safety and well-being are of a high standard. The childminder has successfully met the recommendations set at her last inspection and evaluates her practice using a written self-evaluation form. She is reflective about her practice and demonstrates a strong commitment to ensure continuous improvement.

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

Children thoroughly enjoy their time at the childminder's and make good progress in their learning and development. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. She gets to know each child well and meets their individual care routines. She finds out about the children's interests and learning styles and provides a good range of activities which ensures that they make good progress in all areas of learning and development. The childminder makes good use of the local area and the children regularly enjoy trips to park, or toddler group, where they have opportunities to interact and socialise with other children and adults. Observations of children's progress are recorded within their special books and the childminder has a good knowledge of each child's learning needs. The childminder enjoys supporting children's learning and takes an interest in what they say and do. A good range of toys and resources, which the childminder rotates regularly to keep the children interest, are provided for the children to access.

Children feel very safe and secure at the childminder's, due to the good attention given to them and their needs being well catered for. Children's language is developing as they are encouraged to speak, and the childminder uses questions and discussion with the children to challenge their thinking. Children behave well, the childminder treats children with respect and uses lots of praise and

encouragement to promote their self esteem. The children understand the importance of keeping healthy as they have many opportunities to be outdoors to get fresh air and exercise. The childminder promotes healthy eating and provides a range of healthy and nutritious meals and snacks for the children. Parents are kept fully informed of their child's routine and their learning and development through daily discussion.

The childminder informally plans her day, adapting activities to meet each child's needs, whilst taking into account their age or stage of development. The children particularly love the variety of cooking activities the childminder plans for them. They are able to bake cakes and make pizzas. During the inspection the children make Halloween cookies, cutting the dough into a variety of 'spooky' shapes. They make different coloured icing and ice the cookies once they are cooked and cooled. Parents sign a wide range of agreements when their children first start with the childminder. The childminder works closely with them to ensure each child's individual needs are met. Children understand how to keep themselves safe by clearing the toys away when they have finished to prevent tripping over them. They learn basic road safety when they are out walking. The premises is well organised and this allows the children to make independent choices. They are able to play both inside and outdoors and the childminder takes the children out for regular walks.

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