

Inspection report for early years provision

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Inspection date	05/12/2011
Inspector	Jan Leo
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 2011. She lives with her husband and two children in Carterton. The whole of the ground floor of the childminder's house is used for childminding and 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 may accept a maximum of four children under the age of eight years at any one time of whom two may be in the early years age group. The childminder currently cares for five children in total including one who is in the early years age group and one who is over the age of eight years. She offers care on a full and part time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a firm commitment to delivering a good quality service, focusing on children's needs to support them fully and help them reach their potential. Equality and diversity are well promoted to narrow any gaps in achievement and help the children feel welcome. All aspects of health and safety are robust and children have an increasing understanding of their own needs to stand them in good stead for the future. Partnerships with parents are well established and the childminder has plans to link with other carers, when care is shared, in order to enhance what children do elsewhere. The childminder demonstrates a good understanding of how children develop and the capacity to maintain continuous improvement. She liaises with other childcare professionals to share good practice and help drive improvement and most of her policies and procedures are clear and concise.

What steps need to be taken to improve provision further?

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

- improve the two-way communication with parents and carers by making sure that information in policies and procedures is kept up to date.

The effectiveness of leadership and management of the early years provision

The childminder has a very secure understanding of child protection issues and her responsibility to safeguard children from harm. She conducts thorough risk assessments to help identify and address hazards and supervises diligently to oversee safe play. The childminder teaches children good practice to help prevent accidents and consistently reinforces sensible health and safety expectations

throughout the day. As a result, the children know what she expects, and develop a strong sense of belonging. Sometimes however, the childminder forgets to explain the reason for doing things to help reinforce what children know about consequences.

The childminder makes sure her home is conducive to learning by providing an extensive range of resources to inspire play. She joins in activities to show children how to use the equipment and extend their ideas. For example, she shows a child how to use a till and explains what a credit card is for during a game of "shop." The children access the equipment freely and learn to treat it with respect to preserve its play value. They learn to share and take turns to maintain harmony and behaviour is good.

The childminder seeks full information about each child before they start at the setting and she offers a formal settling in programme in order to get to know the children well from the start. She uses the internet to find out about different cultures and festivals, introducing them into activities to promote equality and diversity and encourage acceptance of others. The children follow individual goals to progress at their own rate and consequently they feel very secure, welcome and respected.

The childminder reflects on the effectiveness of her service and attends childminder meetings to share good practice and help drive improvement. She has a firm desire to provide a professional and effective service and has well thought through policies and procedures in place to support her practice. Most documents are clear and concise but some policies contain outdated information, reducing their value slightly. Parents receive detailed information about the day and their children's progress and they have well established channels to contribute ideas in order to help maintain continuous development. Parents have opportunities to be involved in the decision making processes in order to create a strong partnership of care and, although there are currently no children who attend any other childcare settings, the childminder has plans to work in partnership with any other carers if the need arises.

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

The children play very well in the childminder's care. They have opportunities to develop their own games and freely access resources to use for their own purpose. Some choose to play with a truck and the childminder automatically joins in to question the child about its colour and discuss the size of different parts. Another child wants a turn and the childminder routinely reminds children to share toys fairly. She makes a point of letting children take turns to be first at things, promoting turn taking at every opportunity. The childminder teaches children to be kind to one another and is consistent in her expectations to encourage good behaviour. She treats the children with genuine concern and consequently they feel very welcome and fit in like part of the family.

The children make good use of outdoor space to develop understanding of a healthy lifestyle. They excitedly say "shoes on" when offered time in the garden and fetch their shoes and coats to get themselves ready. This shows an awareness of their personal care needs and developing independence. The children hear a reminder about safe play when using the trampoline and learn to turn around to get off it once they have finished bouncing. They move on to other large equipment to challenge their physical skills further, climbing the steps of a slide, pushing a wheeled walker and manoeuvring a sit and ride car backwards in order to turn it round. The children move well in a number of ways and show good control over their movements.

The childminder makes full use of routine activities to extend and reinforce learning. For example, she gets the children to help locate the plates for snack to develop independence, asks them to identify the fruit they eat to reinforce knowledge of the world, and compares the size and shape of fruits before the children eat them. The children choose to count their raisins using numbers for their own purpose within a relevant context. They successfully count to ten showing developing skills for the future. The childminder reads to the children to develop their love of books and they sit still and listen well to stories, contributing to discussions about the pictures to show their interest in the wider world.

The children benefit from a balanced day with a mix of adult led and child initiated activities. They join in enthusiastically because the activities are based around their interests and the childminder targets specific areas for development based on their capabilities. Observations help the childminder to monitor progress and look for gaps in development. She dates her records to show parents their children's rate of progress and includes photographic evidence of what the children do to help them remember their day and celebrate their achievements. The children join in fully and explore their surroundings confidently. They benefit from attending and make good progress.

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