

Inspection report for early years provision

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Inspection date	07/12/2011
Inspector	Hazel Farrant
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 2007. She lives with her husband and two young children in Fleet, Hampshire. The property is close to local shops, schools and amenities. The whole of the ground floor is used for childminding with bathroom and sleep facilities provided on the first floor. Access to the property is at street level and there is a secure garden available. The childminder is registered to care for a maximum of four children, of which two may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, three of which are in the early years age range. The childminder collects children from a variety of local schools and pre-schools. She regularly takes children on visits to play parks and places of interest. The family has a cat and two guinea pigs. 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 make good progress as they take part in interesting and rewarding activities that cover all aspects of their learning and development. They are happy and settled within this inclusive setting and demonstrate a strong sense of belonging. Overall, children's safety is promoted well, although not all potential risks have been identified clearly within the record of risk assessments. Overall, the systems for observation and assessment are developing well. The childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop effective systems to enable parents to contribute to the observation, assessment and planning for their child
- update the record of risk assessment in particular regard to the fire blanket, ladders and greenhouse.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded because the childminder has a good understanding of the processes to follow should she need to refer any concerns. The childminder is alert to most potential risks to children and maintains a record of risk assessments. However, ladders are not stored safely in the garden. In addition to this, a pane of glass in the greenhouse is broken and poses a potential hazard to children's safety. The childminder has working smoke detectors on each

floor of her home. She also has a fire blanket in the kitchen; however, it is not easily accessible should it be needed in an emergency. All the required records to ensure the welfare needs of the children are met are in place and stored to reflect confidentiality.

Although the childminder has been registered since 2007, she has only recently started to childmind. She is enthusiastic about what she does and is keen to promote the best possible outcomes for the children by attending further training. She has made a positive start to reflecting on her service and how it can be improved and has actively sought the views of parents. Written testimonials from parents contain a range of positive views and rate the childminder highly. For example, the childminder is very caring and we have absolute confidence in her ability and caring.

Children flourish in the childminder's care. The warm and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. Resources are easily accessible and include a wide variety of multicultural toys and resources, thus promoting equality and diversity effectively. Children's individual needs are known and met because the childminder has formed good relationships with them and their parents. She exchanges appropriate information about individual children's welfare which helps to promote consistency of care for children. Written policies and procedures are shared and parents are shown their child's learning and development records regularly. However, parents do not have the opportunity to be involved in contributing to the observation, assessment and planning for their own child.

Children's individual needs are known and met because the childminder recognises the value of working in partnership with other early years settings where children also attend. For example, the childminder has forged effective links with local schools where children also attend, this helps to provide consistency and coherence. She finds out about topics and forthcoming events and exchanges appropriate information with school staff.

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

Children's learning is effectively promoted because the childminder has a well-developed understanding of how they learn and develop. The childminder interacts constantly with the children and she uses a wide range of activities, such as singing to encourage the development of language skills. Children are beginning to concentrate as they look at pictures in books and babble in response to comments made by the childminder. The childminder knows the children well and ensures that activities include those they enjoy. For example, the childminder encourages movement to music to develop children's large muscle skills. They make eye-contact and smile at the childminder to show their pleasure in the activity.

Children have many opportunities to engage in a broad range of activities because the childminder plans across all areas of learning. The childminder makes

consistent observations of children's progress and introduces a good range of adult and child-led experiences. The next steps are accurately identified using information gained from assessment and the childminder monitors these to ensure that children continue to develop well. There are many opportunities for children to develop sensory skills through a variety of materials. For example, children enjoy sensory books where they feel the different sensation of smooth and rough as they run their fingers over the different materials. Children attend play groups where they mix with peers from a wide variety of backgrounds. This means that their social skills are effectively promoted.

Children are well protected against infection because the childminder implements procedures competently. For instance, the premises are maintained in a clean condition throughout. Children are gaining a clear awareness of healthy lifestyles through eating healthy foods and taking part in daily physical exercise indoors and outside. Children feel secure in the welcoming environment. They have built a strong relationship with the childminder and are totally at ease in her home. Toys and resources are positioned within easy reach so that they are encouraged to access resources independently. This provides appropriate challenge to develop their self-help and small muscle skills. Children use skills of problem solving as they post different shapes in the shape sorter. The childminder is very caring and gives support and guidance when this is required which reinforces children's sense of security. The broad range of activities provides stimulating learning for children as they progress towards the early learning goals, thus developing skills for the future.

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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