

Inspection report for early years provision

Unique reference number	EY293863
Inspection date	20/12/2011
Inspector	Amanda Shedden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2004. She lives with her husband and son in a four bedroom house in Fleet. The children have access to the whole of the house and garden. Local shops, parks and schools are within easy walking distance. The childminder is registered to care for a maximum of six children under eight years. Of these, only three children may be in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group before and after school and during the school holidays.

The childminder can take and collect children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the childminder's. The children's individual needs are met due to the positive interaction of the childminder. This is a fully inclusive setting where children's differences are acknowledged and respected. The childminder works closely with the school to ensure that children have continuity and are progressing well. Children's health is mostly promoted very well and their safety is fully promoted in the setting. Systems to self-evaluate have yet to be fully developed to identify key areas for improvement, however, the childminder is keen to continue to improve her practice.

What steps need to be taken to improve provision further?

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

- improve children's understanding of healthy practices through modelling and explaining regular hand-washing routines
- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is very secure in her knowledge of how to safeguard children. She has undertaken courses to develop this knowledge and has created policies and procedures which are of a high standard to support all aspects of keeping children safe. Her additional safety procedures ensure that if an accident were to happen outside the home the correct persons would be contacted.

This is a fully inclusive setting where children's differences are acknowledged and expectations of each child are different dependent on their individual stage of development. Activities and resources are differentiated to reflect the needs of each child. Children have access to a wide range of good quality resources that are suitable for their stage of development. For young children the childminder has created a photographic album of resources from which they can choose from if they wish.

The childminder has made some changes in her practice for instance by attending training to ensure that she has met the requirements of the last inspection. She is proactive in ensuring that she meets all the legal requirements required however, evaluating her day to day practice has yet to be fully developed.

The childminder has very positive long term relationships with the parents. Her policies and procedures are shared with the parents ensuring that both parties are aware of each other's responsibilities. Parents contribute to information kept on their child supporting continuity and individual progress. The childminder keeps the parents fully informed of their child's daily experiences through daily conversations, texts and emails. They are often sent photographs of their children so that the parents can see the activities their children are enjoying.

There are extremely effective partnerships with the children's other early years providers. In addition to daily discussions there are more in-depth weekly talks and the childminder and teacher share an observation log on the children. The child's next steps from the teacher are included each term and this enables the childminder to continue their learning whilst they are with her. The log enables the teacher to see clearly how the childminder is supporting children's learning. Parents also contribute to this log ensuring that there is continuity from all the adults involved in the child's care.

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

Children are happy, secure and have warm relationships with the childminder and the other minded children. The childminder through her positive interaction, her knowledge of the children and the information from the teacher ensures that children make good progress as they learn through their play. The childminder effectively monitors their progress using the Early Years Practice Guidance enabling her to indentify any areas the children may not be having enough experiences of across the six areas of learning. Children undertake a range of activities that help them develop skills for the future. Whilst making cakes children count and weigh ingredients increasing their understanding of number and volume. Whilst playing with cars and other small world resources children are asked to sort and name items encouraging them to think and contribute their own knowledge. Their creative skills are supported as they decorate the cakes they have made. Children receive praise and encouragement building on their self-esteem.

Children are confident to move around the home and request more resources when they want them. Children are fully aware of the rules of the home and this is reflected in their positive behaviour. They happily take turns and share for instance when making and decorating the cakes. Young children feel safe in the environment and can clearly recall what they have to do if an evacuation of the home was necessary. Children enjoy a wide range of healthy meals and snacks provided by the childminder. Each Friday the children take turns to choose an evening meal they would like giving them a sense of belonging. Discussions with children show they know what foods they enjoy and which are good for you. Each day the children have opportunities to engage in a range of physical activities and have access to the fresh air. They walk back from school, visit the local parks or play in the garden. Although they are independent in their self-care skills and know why you must wash your hands after using the bathroom they do not consistently wash their hands before eating or cooking.

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	1
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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