

Inspection report for early years provision

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Inspection date	03/01/2012
Inspector	Margaret Moffat
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 Hook, Hampshire. The family live in a first floor flat and the whole of the home apart from one bedroom is used for childminding. There is no garden so the childminder takes children to nearby parks and playgrounds for outside play. The family has three cats and some fish. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of two children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in the early years age group on a part-time basis. The childminder is also registered to provide overnight care for one child under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a safe and secure environment overall. The childminder is fully aware of their individual needs and spends her time actively involved in their learning. Therefore, children make good progress in their learning and development. Most documentation is maintained appropriately and supports children's welfare. The childminder develops good relationships with parents, but partnership working with other providers is not yet fully effective. The childminder evaluates her practice well and demonstrates a good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- extend partnerships with other early years settings children attend to promote communication in respect of children's learning and development
- carry out regular fire drills to increase children's understanding of how to keep themselves safe
- update the record of risk assessment to include the assessment of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and the procedures to follow if she has concerns about the children in her care. Her environment is safe and secure, with a thorough record of risk assessment in place for the home. The childminder has a good range of safety features such as stair

gates, smoke alarms and fire blanket, which minimise hazards for the children. Although outings are risk assessed and the childminder has consents to take children on outings, she does not follow the good practice of recording these assessments.

The learning environment helps children progress towards the early learning goals effectively because the childminder organises this well. She has a good range of toys and resources easily accessible to the children. They confidently chose the items they wish to play with. These are stored at child height allowing them to develop independence and make choices in their play. The childminder promotes equality and diversity effectively. She is fully aware of the children's individual needs. Children develop an understanding of the world around them through access to toys and resources that promote positive images of diversity. They take part in activities to help them learn about other people's cultures and traditions, such as making crafts and listening to stories.

The childminder reflects thoughtfully on her practice and is committed to her own personal development to improve the outcomes for children. The childminder has completed more modules towards her diploma and updated her first aid certificate since the last inspection. All recommendations from the last inspection have been successfully addressed. This shows the childminder's strong commitment to ongoing improvement. The childminder finds out parents' views about her setting through the encouraging use of questionnaires. Parents acknowledge how pleased they are with the service provided. They particularly like how happy their children are with the childminder and how they are developing well.

The childminder shares information with parents about the children verbally on a daily basis. Parents discuss children's learning at home and they have access to children's learning and development files when they wish. The childminder sends home their individual files at the end of the term and this allows parents to see how they are developing towards the areas of learning. The childminder has made links with the pre-school children attend; however, she has not yet discussed children's development with them to ensure a consistent approach to their learning.

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

Children enjoy good relationships with the childminder and her family. The children play well together and enjoy each other's company. Children are well behaved and learn how to share and take turns as they play together. The childminder is consistent in her approach to behaviour management and this helps children learn right from wrong. The children spend time acting out their own scenarios as they play with the pretend cooker, utensils and food. They pretend to cook the different foods and serve these to the childminder, visitors and each other. They talk about having a tea party, naming the different foods they have to cook and looking at the menus. This effectively builds children's social skills and develops their ability to use their imaginations.

The childminder makes competent observations of the children. She uses these well to plot their progress in the areas of learning and plan their next steps in development. Her planning takes into account the interests of the children, which she incorporates into the different topics and themes. She also takes photographs to support the observations and to show children taking part in a variety of activities. As a result, children are making good progress with their learning and development.

Children show curiosity about new toys, such as a bag containing tools. The childminder gives good explanations to the children when they ask about the use of the different tools. Children make up stories as they play with small people and buildings. They let the people use a slide and take the car to the garage as they do not have any petrol. They confidently ask the childminder for assistance when they are unsure how to work the lift in the garage. The childminder shows the children how to do this and watches as they attempt this on their own praising them for their efforts. Children develop their creative skills as they have many opportunities to take part in drawing, painting and art and craft activities. They enjoy completing puzzles and the childminder assists them as she encourages them to follow the picture on the box and find the edges first. Children develop many useful skills for the future through the activities they take part in during their play. They learn about simple technology as they play with electronic toys and children's games on the computer. They learn weighing and measuring skills through cooking activities. Children develop independence, as they are encouraged to deal with their own care needs such as finding their own coats and shoes. They have individual coat pegs in the hallway and some of their work is on display within the home, helping children feel a strong sense of belonging.

Children learn to keep themselves safe as they learn about road safety on outings and this is a daily occurrence. They follow simple house rules such as no running indoors and the childminder gently reminds them not to throw balls indoors. The childminder has not practiced the emergency evacuation with the children for a while, to ensure they know how to leave the house safely in the event of an emergency. Children learn the importance of good hygiene procedures as part of their daily routine. The childminder prevents the risk of cross infection as she provides children with paper towels in the bathroom and has visual displays showing children how to wash their hands properly. Children enjoy a good range of healthy snacks and meals, developing their understanding of healthy eating. Children have daily opportunities for fresh air and exercise as they walk to and from school. They also develop effectively their physical skills as they play on the apparatus in the local park. This helps develop their understanding of how to adopt a healthy lifestyle.

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