

Inspection report for early years provision

Unique reference number	110964
Inspection date	26/01/2012
Inspector	Susan May
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1985 and lives with her husband in Silchester, Hampshire. The ground floor of the premises is used for childminding. The first floor is not used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register and may care for a maximum of six children under eight years at any one time. The childminder is currently minding two children in the early years age group. The childminder also cares for older children.

The childminder is prepared to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers an inclusive environment where children feel a sense of belonging as they build secure trusting relationships with the childminder. Children make good progress as she supports their learning through the activities and play resources accessible to them. Some documentation to record their progress is in place and shared with parents. The childminder has built positive relationships with parents and others involved in the children's care to meet their needs. The childminder has most policies and procedures in place. However, while there is no significant impact on children in her care she is in breach of the welfare requirement as she does not have a complaints procedure. The childminder is an experienced childminder who reflects on her practice to identify where development will benefit the children in her care.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint [safeguarding and promoting children's welfare](also applies to the compulsory and voluntary parts of the Childcare Register)

02/03/2012

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

- develop systems to record children's development and abilities to enable progress to be seen time

The effectiveness of leadership and management of the early years provision

Children move around confidently in the child friendly environment and clearly feel safe as the childminder effectively organises the time they spend with her at the beginning and end of the school day. A wide range of resources is available to promote children's learning as they access a variety of play experiences that include both adult and child initiated activities. The childminder promotes inclusion as she recognises each child as an individual each with a particular set of needs to be met. The childminder makes children's safety a priority and has clear procedures to follow if she has any concerns about a child in her care. Safeguarding information is shared with parents. Children are supervised at all times both on and off the premises and children are never left with persons who do not have the appropriate checks. Written risk assessments are in place to help ensure children are kept safe both on and off the premises. Children's details are discussed with parents, all information recorded, and kept securely and confidentially. Policies and procedures are shared with parents prior to the children being cared for to ensure there are clear expectations of the childminder's practices. However, while there is no significant impact on children in her care she is in breach of the welfare requirement as she does not have a written statement that provides details of the procedure to be followed if they have a complaint. The childminder has a good relationship with parents and has built effective links with the staff at the schools children attend. This ensures information is shared between home and school to provide continuity and consistency in children's welfare and learning. Parents praise the friendly and professional approach of the childminder and express confidence that their children are happy, safe and secure. They also comment on good communication links as they regularly discuss their children with the childminder. Parents are requested to complete questionnaires and the childminder uses their comments to help inform future practice. The childminder is extremely experienced and is aware of her strengths in providing a secure, caring base from which she can enhance children's learning. She thinks about the care and experiences she offers and has identified areas where making improvements will benefit the children.

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

Children make good progress in the warm and caring environment the childminder provides. They move around the home with space to play, confidently selecting from a range of interesting resources. Children play together well and clearly feel safe and secure with each other and the childminder. Children receive attention from the childminder that helps them become competent independent learners, who develop good self-esteem. Information about the children is shared through verbal discussions with parents and school staff to enhance children's continued

learning and achievements. The childminder knows the children extremely well, discusses starting points at pre-visits and liaises with parents to plan next steps. Individual needs and interests are taken into account when planning future activities. She is adept at observing and assessing children's progress, however, she does not keep records of their development to share with parents that identify their progress over time.

The childminder promotes children's independence and sense of belonging as children choose what they wish to play with and are encouraged to help around the home, for example, setting out the drinks for snack when they arrive home from school. Good future eating habits are encouraged as the children sit together to eat; chat about the school day and what they will do after tea. Children begin to learn about following a healthy lifestyle as they walk to and from school, becoming familiar with the local area as they do so. Children find out about the wider world through the schools they attend and through discussions about events important to them in the childminders home. Children have regular opportunities to express their creativity as they explore a range of materials and media such as colouring butterfly pictures or collage bugs. Role-play resources help children begin to explore their imagination with the childminder skilfully extending their understanding of right and wrong as they talk about how the 'superheroes' in their play are helping people. Children respond appropriately to the childminder who extends children's language and communication skills as she asks open-ended questions, talks about their school day and encourages them to think about what they have been doing. A variety of books for pleasure and reference are readily available. Toys are rotated to ensure children have access to a wide range of learning experiences such as everyday technology through electronic toys and construction toys and puzzles to problem solve. The childminder ensures that children begin to learn to keep themselves safe as she helps them begin to recognise potential hazards, such as following road safety procedures as they go to and from school.

The childminder is calm and uses praise frequently to help children develop their confidence and self-esteem, encouraging them to behave well as they are eager to please. Children develop a sense of belonging as the childminder knows each child and their family well, valuing and respecting their individual circumstances. Routines are met in line with parental wishes and the daily needs of the children themselves such as on arriving home from school they can choose whether to rest quietly or take part in activities. Children socialise with other children at the childminder's home and in the schools they attend, helping them to begin to learn to value each other as individuals. For example, they show respect and concern for each other as they share the art materials. The childminder demonstrates a good understanding of how children learn and this along with a commitment to developing her practice ensures children continue to thrive in her setting.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take as action as specified in the early years register 02/03/2012
[Procedures for dealing with complaints]

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take as action as specified in the early years register 02/03/2012
[Procedures for dealing with complaints]