

Inspection report for early years provision

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Inspection date	24/02/2012
Inspector	Carol Willett
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 and lives with her husband and two young children, both of whom are primary school age. They live in a house on the military camp in Odiham, Hampshire. Local schools, shops and parks are within walking distance. The whole of the property is used for childminding. Children play on the ground floor. Sleeping and toilet facilities are on the first floor. There is a fully enclosed garden for outside play. The family has a dog and a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years, of whom three may be in the early years group. She is registered to provide overnight care for one child under eight years. There are currently two children on roll in the early age group and six older children who attend before or after school. The childminder attends the local toddler group on a regular basis. She 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 and, overall, their welfare is effectively promoted as they play in a welcoming, child-friendly, family home. They form close bonds, settle quickly and are happy in the childminder's nurturing care. The childminder effectively organises her home, time and resources so that she can positively promote equal opportunities and inclusive practice. Partnerships with parents are strong and the childminder effectively shares her wide range of documentation to keep them well informed. The childminder is in the early stages of reflecting on her practice to improve outcomes for children. She is keen to provide good childcare and improve her knowledge and skills; her capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation to identify priorities for development that will continuously improve outcomes and the quality of provision for children
- keep a record of evacuation drills and details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children play safely in the childminder's home as she closely supervises them at all times. The childminder makes thorough risk assessments and she effectively identifies hazards, taking positive steps to minimise risks within her home. For example, the front door and garden gates are locked and there are safety gates to prevent access to the stairs and kitchen. The childminder has a dog that is kept away from the children most of the time to minimise risks to their health and safety. She uses a listening monitor and checks babies as they sleep. The childminder understands her role and responsibilities with regard to safeguarding children well and she has attended relevant training. She has a written safeguarding policy to underpin her practice, which she shares with parents.

The childminder develops positive partnership with parents. She keeps parents well-informed about their children through daily discussions and written information. New parents receive a wide variety of information about the childminder's practice, including her written policies and procedures. The childminder actively seeks the views of parents and children through questionnaires to improve her service. All responses are extremely positive and parents are very happy with the care the children receive. The childminder is aware of the need to work closely with others involved in children's care and education. Currently, none of the children in the early years age group attend any other setting.

The childminder quickly develops close relationships with children and devotes her time to meeting their individual needs. She cares deeply about the children and takes time to ring parents when children are off sick. She treats all children with equal care and concern. All children have equal opportunity to access the good variety of toys and resources, which are freely accessible to them at their level. The childminder has a positive attitude towards diversity and teaches children about differences within society. She provides an extremely attractive, securely enclosed area for babies with soft cushions, floaty curtains and star-shaped fairy lights. She is enthusiastic about caring for children and she is beginning to reflect on her practice though this is in the early stages. She actively seeks support from the childminding development worker in order to improve her practice and seeks feedback from parents and children. She is keen to provide high quality childcare and continuously improve outcomes for children.

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

The childminder has a warm, caring manner. She provides a welcoming family environment where children settle quickly and are happy and safe. She gathers useful information from parents prior to children starting to help her establish what they already know. She makes effective observations of children's progress and takes photographs of them engaged in activities as additional evidence of their

achievements. She uses this information to plan successfully for their individual learning needs. Parents view children's development records and are encouraged to contribute by adding their comments through a 'proud cloud' system.

Children make good progress as the childminder provides a stimulating range of toys and activities that motivates and interests them. This helps them to develop good skills for future learning. Babies develop early learning skills as they actively explore their surroundings. They enjoy being mobile as they scoot around in a baby walker. Babies' physical skills develop well, they squeal with delight as they chase bubbles and manoeuvre backwards and forwards with ease. They enjoy playing with interactive toys with buttons and flashing lights, developing early technological skills. Young children enjoy sitting with the childminder in the cosy, secure play area developing their communication and numeracy skills as they look at books and sing nursery rhymes.

Children show they feel safe as they actively explore the toys. Children form close, caring relationships with the childminder and quickly develop a strong sense of trust. Babies shyly snuggle into the childminder when strangers are present. Children behave well as the childminder provides a positive environment and includes children in making the house rules. They develop a strong sense of belonging as they have their own named coat pegs and drawers for their possessions. The welcoming hallway includes samples of children's artwork and photographs of them at play attractively displayed on a notice board. The childminder actively supports children's knowledge and understanding of the world through outings in the local community. They go on nature walks and visit toddler groups where they mix with different children and adults. They learn about different cultural festivals through creative activities and a good range of books.

Children play in a clean, well-maintained family home. They develop a good awareness of healthy living as the childminder implements effective daily procedures. Babies sleep according to their needs as the childminder follows their home routines. They develop an early understanding of good hygiene as the childminder wipes their hands before and after they eat. The childminder works closely with parents to ensure that children's food is highly nutritious. Children develop a good understanding of healthy eating as they try new fruit for snacks. They have good daily opportunities to be active and spend time in the fresh air. They walk home from school across the fields, play outside in the garden and visit the park. They learn safe behaviour as they cross the road. They practise regular fire drills though the childminder does not keep a record of these.

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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