

Inspection report for early years provision

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Inspection date	06/03/2012
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 was registered in 1996. She lives with her husband and two children in a semi-detached house in a residential area of Farnborough. Minded children have access to the ground and first floor, with toilet and sleeping facilities provided on the first floor. There is an enclosed garden available for outside play. The childminder is registered to care for a maximum of six children, of which three may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, one of which is in the early years age range. The childminder is able to collect 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 pet dog and cat.

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. The childminder has established good partnerships with parents and carers although wider partnerships require further development. Overall, the childminder promotes children's safety very well, although records of emergency evacuation drills require more detail. 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 systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests
- continue to provide opportunities for children to take part in regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are effective. The childminder has a clear understanding of her responsibilities, and is confident of the action to take should she have a concern about a child. The childminder places high importance

on the safety of children and a clear assessment of risk is carried out both on the premises and when children go on outings. Records are also kept of fire drills, although details do not include how it was conducted or if there were any problems encountered. Children are encouraged to be safe and to be aware of the safety of others during their play. Policies and procedures are kept up to date and enable the safe and smooth running of the setting. The childminder promotes equality and diversity effectively because levels of engagement with parents and carers are very well established. This results in a well developed knowledge of each child's background, care needs and preferences. Resources are engaging, plentiful and of good quality and meet the needs of the children that attend. They are stored thoughtfully to enable children to have free choice of the toys they wish to use. The childminder makes good use of her home and garden to provide a stimulating and welcoming environment to children. Resources which reflect our diverse world promote children's awareness of similarities and differences in themselves and others.

Children benefit from the positive relationship that the childminder develops with their parents which enables her to gain a good understanding of children's interests and family experiences. Parents are encouraged to provide ongoing information about their children's achievements and any additional help they require. Therefore, each child's needs are identified and met well. The childminder is beginning to develop a relationship with the local pre-school, who are also involved in children's learning. However, these links are not yet fully secure to promote the integration of care and education. The childminder is very motivated to develop her practice in order to continually improve outcomes for children. Since the last inspection she has renewed her first aid, food hygiene and safeguarding children training. The recommendation from the last inspection has been successfully addressed. She also discusses and shares good practice with other providers and reads early years publications. This is helping her to develop an in-depth knowledge and understanding of childcare and continually improve outcomes for children. Self-evaluation processes are well established which provides an ongoing internal review of her provision to further improve outcomes for children. For example, a poster now displays some of the activities that are on offer to children to help develop their independence skills further.

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

Children make good progress in their learning and development. The childminder makes good use of observations and information provided by parents. As a result she introduces an exciting range of adult and child-led experiences. This enables children to move positively towards their next steps so that they continue to develop well. Very warm relationships are in place between the childminder and the children. This means that children feel safe, secure and relaxed in her care. Children receive lots of praise and encouragement from the childminder and their achievements are recognised and acknowledged. As a result, children feel confident and develop increasing self-esteem. Children enjoy a harmonious environment where they are effectively supported to become aware of their own

and others needs. They are encouraged to share, take turns and be kind to one another. Children benefit from a stimulating learning environment where they are able to initiate their own play and follow their own interest. Throughout all activities children are encouraged to be inquisitive and develop skills for the future. Children show interest in their environment as they listen to the birds singing and as they look for snails and frog spawn in the garden. The good quality of all interactions maximise children's learning potential across all areas of learning.

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. Children are supported to develop a positive attitude towards physical exercise and enjoy playing in the well resourced garden. They also enjoy playing at local parks and playgrounds where they mix with peers from a wide variety of backgrounds. This means that their social skills are effectively promoted. The childminder has effective arrangements in place to meet any child's individual dietary and medical needs and children's good health is effectively supported. The childminder organises her day to enable children to follow their individual rest and eating patterns which contributes to them feeling settled and content and their physical needs well met.

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 role play to encourage the development of language skills. Children mirror their world as they use role play equipment and build on their language skills as they answer questions and express themselves. The childminder encourages children to widen their vocabularies and as she engages them in conversations about themselves. Children feel confident and secure in the welcoming environment. They have built a strong relationship with the childminder and are totally at ease in her home. The childminder is very caring and gives support and guidance when this is required which reinforces children's sense of security. Children are gaining a positive awareness of diversity as they play with resources and celebrate festivals such as the Chinese New Year and Diwali. They are very polite and ask if they can choose a piece of fruit from the fruit bowl, saying 'please' and 'thank you' at appropriate times. During role play, children use skills of problem solving as they decide which size bowl to use for their cake. 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	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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