

Inspection report for early years provision

Unique reference number	EY345788
Inspection date	12/03/2012
Inspector	Loraine Wardlaw
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.

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 2007. She lives in a residential area of Fleet, Hampshire, with her husband and two children, aged over five years. The house is within walking distance of local amenities. The ground floor of the property is used for childminding, with toilet facilities provided in this area. An upstairs bedroom is used for sleeping. There is a fully enclosed garden available for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for five children under eight years, no more than three of whom may be in the early years age range. She is currently minding six early years children, part-time. The childminder walks to local schools and pre-schools to take and collect children. She attends the local parent/toddler group. The childminder holds a Diploma in Home-based Childcare. The family has a pet hamster.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy and settled in the childminder's safe, child-friendly environment. Overall, children's welfare and learning needs are met well. The childminder provides a good range of experiences and play opportunities that effectively promote children's developmental progress in most aspects and areas. A key strength of the provision is the appealing and very good use of the childminder's garden as part of the children's enabling play environment. The ambitious childminder demonstrates a good capacity to improve her setting and has many systems in place to evaluate outcomes for children.

What steps need to be taken to improve provision further?

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

- request parental permission for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare)
- 23/03/2012

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

- introduce a system to track each child's stage of development more closely as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because the suitably vetted childminder has a secure understanding of her child protection procedure. The childminder undertakes a range of risk assessments of areas used by children and the regular outings they undertake, these are recorded and updated. Most welfare documentation is in place with the exception of the consent from parents to seek emergency medical treatment or advice. This is a specific legal requirement. Children reap the benefits of the constant, good support they receive from the childminder. The childminder shows a strong commitment to improve the service she provides. She actively updates her childcare qualifications by attending training such as the final units of the Diploma in Home-based Childcare. The self-reflective childminder has completed an accurate Ofsted self-evaluation form. There is good use of space within the home, with a designated conservatory that contains some child-accessible, labelled storage units with age appropriate play resources. The childminder has organised fun, active play opportunities on her 'all weather' turf, so children can access play activities outside.

The childminder builds a very good relationship with parents because of her clear lines of communication and friendly and open attitude. She provides them with lots of information through daily diaries, a notice board and newsletters. She is in the process of inviting parents in for formal reviews of the children's documented learning journey which are mostly up-to-date. Children's 'wow' moments and interests at home are shared with the childminder to ensure their is continuity of care and learning. Parents write knowingly and positively of the service the childminder provides. Liaison with other providers who also care for the children is good, on occasions the child's key person from pre-school is invited to the childminder's home to share the child's learning and development records. The childminder has attended a Common Assessment Framework meeting to discuss a child's needs with other professionals. The childminder recognises that each child is unique and promotes equality and diversity through the play resources she offers. She treats all children with fairness and equal concern.

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

Children are sociable and content in the company of the childminder. They build a strong relationship with her and feel safe and secure. The childminder relates well to children, interacting purposefully to develop their communication and language skills. Under two's enjoy books together sitting comfortably on cushions in the outdoor play house, talking, listening and responding to the childminder. On occasions, however the childminder does not pitch her interactions to the children's developmental level, even though she provides fun, age appropriate play activities. For example, she sometimes asks under two's and two-year-old's questions which

they struggle to answer. Children have fun exploring the water outdoors and enjoy talking about their home-life at the social snack and meal-time. They enjoy role-play with the tea-set and demonstrate their good skills fitting a large numeral floor puzzle together, eagerly finding the pieces. They randomly talk about number and size of objects in their play and care routines. For example, they say 'more there' and look at the tub of chopped strawberries when the childminder comments that their fruit has all gone, eaten. Children show excitement during their routine and activities, such as jumping up and down as they go to the bathroom to wash their hands ready for snack- time. They know the routines well and look with interest, pointing to the hand washing poster, relating it to their actions.

Overall, the childminder observes and assesses children's capabilities fairly successfully and implements their next learning steps into her practice. However, she is not tracking each child's stage of development closely as they progress towards the early learning goals in the Early Years Foundation Stage. This means that not all the different aspects of learning are promoted consistently and effectively to enable children's rapid developmental progress. Children enjoy healthy food choices at snack and lunch-time; there is good emphasis on developing a healthy lifestyle. They play regularly in the fresh air each day. Children behave well and relish the positive praise and encouragement they receive from the childminder. They learn the boundary rules by the consistent and explanatory approach from the childminder. Children are kept safe by learning the green cross code when out and about. In an emergency the childminder has a very good photographic system in place which identifies her minded children and their parent's contact details, during outings. Children learn about the wider world through planned play activities such as using chop sticks during Chinese New Year.

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:	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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