

Inspection report for early years provision

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Inspection date	21/03/2012
Inspector	Sheena Bankier
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for five children under eight at any one time, of whom two may be in the early years age group. There are currently two children on roll in the early years age group. Children attend on a part-time basis.

The childminder lives with her husband and two primary school aged children. The family live in a village on the borders of Hampshire and Berkshire, between the towns of Basingstoke and Newbury. The downstairs of the home only is used for childminding and there are toilet facilities on this level. There is an enclosed garden for outdoor play. The home is accessible at street level. The family have pet rabbits in the garden.

Local facilities are within walking distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Policies, procedures and practices strongly promote children's safety, welfare and good health. Children enjoy their time with the childminder. They benefit from a broad range of activities and play experiences that overall effectively promote all areas of learning. The childminder evaluates her practice and service well and demonstrates a strong capacity to maintain good continuous improvement. The childminder forms suitable partnerships with other settings, although mainly focuses on children's care needs when exchanging information with them. Communication with parents is good.

What steps need to be taken to improve provision further?

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

- review and expand resources and activities that reflect the diversity of children and adults within and beyond the setting
- review the effectiveness of partnership with other settings to further promote children's development and progress.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her responsibilities to safeguard children, including the procedures to follow in the event of concerns

about children's welfare. Good risk assessments promote children's safety in and outside of the home. The childminder regularly reviews her risk assessments to monitor the effectiveness of them. The childminder closely supervises children to promote their safety. She underpins children's good understanding of safety, for example, by practising road safety with them.

Records meet the regulatory requirements of the Early Years Foundation Stage. The childminder organises her paperwork well. Self-evaluation processes are good. The childminder consults with parents and takes into account children's needs, interests and ideas when reviewing her service and practice. The childminder demonstrates a keenness to undertake additional training to support her in improving and developing her practice further. She demonstrates a good capacity to drive and maintain effective continuous improvement.

The childminder provides a homely environment where children feel relaxed and at ease. She provides a good range of quality resources that are clean and maintained well for children's use. Children have equal access to the resources regardless of gender. The childminder knows children well as individuals. As a result, she meets their needs securely.

Parents receive good information about the childminder's service through effective records on display and within an information folder. The childminder and parents exchange information on an ongoing basis. This promotes consistency and continuity in children's care and learning. The childminder forms some good links with other settings. Communication mainly focuses on children's care needs and the childminder gains little information in relation to children's learning and development outcomes to support continuity further.

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

Children benefit from a broad range of activities and play experiences that underpin their learning and development effectively. The childminder provides warm positive interaction to promote children's thinking skills, such as asking questions and encouraging discussions. Children concentrate for an extended time at activities, for example, they sustain interest in the home made play dough. During the activity, the childminder encourages language skills through discussion and questions, and counting and mathematical skills as they compare sizes and count. Children develop effective small physical skills through using tools, such as rolling pins. Good records of children's progress identify children's achievements and their next steps in learning. The childminder strongly identifies children's needs for extra challenge or support. This positively encourages children's skills for the future.

Children are happy and settled in the childminder's care and home. They form positive relationships with the childminder. As a result, children feel safe and secure in the childminder's care. The childminder raises children's understanding of their safety through regular practises of the evacuation procedure. Children make

their own choices and decisions from the resources on offer. They confidently ask the childminder for alternative activities, such as painting. Children make a suitable positive contribution as they help tidy up and take their plates to the kitchen after eating. The childminder has not fully considered activities and further resources to raise children's awareness of diversity. Children develop good independent skills as the childminder encourages them to put on and take off their coats and shoes. The childminder encourages children's positive behaviour through warm praise and encouragement and she promotes the use of good manners.

Children learn about taking care of themselves. They develop understanding of good personal hygiene through hand washing routines. The childminder provides age appropriate explanations about why they need to have clean hands, such as after playing in the garden. Children develop their good understanding of healthy options through the healthy food and drink options the childminder offers. The childminder also provides activities such as, matching pictures of healthy and unhealthy foods to corresponding pictures of plates to underpin children's understanding of healthy eating further. Children enjoy plenty of physical activity and fresh air. They make good use of the garden that has a range of different equipment to promote and challenge children's physical skills. For example, children are beginning to learn how to propel themselves along when using wheeled toys by learning to use the pedals or their feet.

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	3
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	3
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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