

Inspection report for early years provision

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Inspection date	22/03/2012
Inspector	Judith Reed
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 2003. She lives in the town of Bishops Waltham, Hampshire. All areas of the property are used for childminding; however, this normally occurs downstairs. There is an enclosed garden for outdoor play. The childminder has a cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time; of these, no more than three may be in the early years age range. She is currently minding four children under five years, some on a part-time basis. The childminder attends toddler groups on a regular basis. She is registered to provide overnight care for one child under the age of eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in the childminder's care. They make choices about their own activities and the childminder knows them well as individuals. Children make good progress in their learning and the childminder meets their needs well. Overall, systems to monitor children's progress are effective and, generally, suitable hygiene routines are followed. The childminder is a reflective practitioner who effectively evaluates her own practice. She identifies areas for development and these provide a secure basis for her good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen systems to monitor children's development, for example, through accurate and up-to-date assessment linked to next steps
- recognise the importance of keeping healthy, and those things which contribute to this, such as nappy changing procedures and using individual towels to improve hand hygiene.

The effectiveness of leadership and management of the early years provision

The childminder is well aware of the safeguarding procedures to follow if she has any concerns regarding a child. Effective policies and procedures in place and she shares these with parents. The childminder carries out detailed risk assessments around the home, garden and for a number of different outings to help ensure children's safety. All necessary documentation is in place to promote children's health and safety.

The childminder evaluates her provision and endeavours to make continual improvements. Recommendations from previous inspections are effectively met and these have a positive impact on the outcomes for children. The childminder carries out her own research to increase her knowledge and understanding of childcare. Plans are in place to continue development of the childminding provision through training and this will enable improved outcomes for children.

The childminder works closely with parents to support children and their families. When children commence in her care, she takes time to discuss their development stages. She uses the Early Years Foundation Stage guidance to assess their starting points for ongoing learning. The childminder informs parents about children's achievements and progress through daily, verbal feedback and shared, learning journal records. She regularly invites parents to give feedback about the childminding provision. They report that they find both the childminder and environment very welcoming and child friendly. Parents feel their children are safe and stimulated, and that the childminder maintains their home routines. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder plans to work alongside a local pre-school, when children commence attending, to ensure continuity of care. The childminder is willing to work with other agencies supporting children with special educational needs and/or disabilities.

The childminder effectively promotes equality and diversity by offering a range of toys and books which reflect diversity. The childminder is narrowing the achievement gap by treating all children as individuals, knowing them well and instinctively supporting their development. She welcomes all children into her home, including those with special educational needs and/or disabilities. The learning environment and resources are available to all children, who are encouraged to make choices about what they wish to do. They move around the play spaces and help themselves to resources from the well labelled, low-level, storage in the conservatory. A variety of toys are provided outside and children are encouraged to take toys from inside into the garden if they wish.

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

All children feel valued and understood. Children are interested in the choice of activities available. The childminder has a very warm relationship with the children, who she knows well as individuals. She praises and encourages them constantly in their endeavours. For example, she asks, 'Can you take off your dressing-up clothes?' 'Pull it over your head-well done'. Children demonstrate a sense of achievement when they say, 'I did it. Look at me!' Children really enjoy looking at books and explore the pictures and pop-up elements. They discuss the characters and the fact that one child in the story is using a wheel-chair. They confidently name items in the pictures, including mountains, the sun, birds and fish. The childminder makes individual learning journal records for children. These include photographs and some examples of their work. Observations are increasingly

linked to the areas of learning in the Early Years Foundation Stage. The monitoring of assessment is not always completely up-to-date to show progression and support its use in planning ongoing development for each child. Children develop valuable skills for their future lives. They are inquisitive when exploring outside and, for example, spot insects which they discuss with the childminder. This demonstrates their good knowledge and understanding of the world, as well as communication, language and literacy development. Children develop good information technology skills and use a computer and tablet technology confidently. They particularly enjoy choosing music to play, drawing with technology equipment and exploring programs suitable for young children.

Children learn to behave well and the childminder talks to them about keeping safe. Children learn about crossing the road and how to behave when out and about. They take part in regular, evacuation drills and learn about keeping safe in an emergency. Children share toys and play cooperatively. They behave in ways that are safe for themselves and others. For example, they are very careful on climbing equipment and when using ride on toys. Parents report that their children may talk to the childminder about anything. Children respond positively to the expectations of the childminder.

Children's health is promoted to an appropriate level. However, the childminder does not wear gloves when changing nappies and a shared hand drying towel is used by all; therefore children may be at risk from cross infection. The childminder is pro-active in keeping her first aid training up-to-date and has also trained as a volunteer, local emergency responder. Children are active and know the benefits of physical activity because they use the garden frequently. They also use a local park regularly. Children make healthy choices about what they eat and drink at snack time. A number of different fruits are offered, as well as healthy snack foods, and children choose the items they will enjoy.

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	3
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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