

Inspection report for early years provision

Unique reference number	EY418134
Inspection date	12/06/2012
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.

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Description of the childminding

The childminder registered in 2010. She lives with her husband and one pre-school child and a baby in Winchester, Hampshire. The whole of the home is registered for childminding and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years old, of whom one may be in the early years age group. She currently cares for two children in this age range on a part-time basis. The childminder is able to walk or drive to local schools and pre-schools. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are highly respected by this well trained, experienced and suitably organised childminder. She finds out about the children from their parents and uses this information effectively to plan their ongoing learning and development. Children make good progress in their development, however, some areas of children's knowledge and understanding of the world may be improved. The childminder is a reflective practitioner who evaluates her plans and ongoing childminding provision. This supports her personal development in the childminding role.

What steps need to be taken to improve provision further?

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

- support children to gain an awareness of the cultures and beliefs of others.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as the childminder is familiar with the procedures and has completed up-to-date training in this area. All policies are shared with parents. Both adults living in the home have completed the required checks. The childminder carries out careful risk assessments around her home, garden and for several different outings. These are reviewed regularly to ensure they are current. The appropriate documentation is available to ensure children's health and safety. Parents complete informative documentation including an 'About your child' record when their children commence with the childminder. This enables her to set and plan starting points for their individual learning journey. The childminder builds strong, professional relationships with parents and invites them to contribute comments for inspection. Parents report that they are extremely pleased to have

found the childminder who interacts positively with children and supports their development. The childminder ensures parents are fully aware that they may discuss their children at any time. Informal meetings are arranged to discuss learning journal records. Regular communication is also carried out with other childcare settings and any other agencies supporting the children. The childminder receives very helpful communications and records from other early years providers which enables her to ensure continuity of care for children. Her previous experience in childcare ensures positive interaction between providers.

Children benefit from the exciting range of resources available. The childminder provides a continuous provision where children may freely access the toys and activities of their choice. She ensures resources are very efficiently and effectively available to meet the individual needs of the children. For example, a new child demonstrates a particular interest in balls. The childminder puts many different types and sizes of balls inside a large box for them to explore and investigate. The child is excited and motivated by the innovative way of offering these familiar resources. Children are encouraged to move around the home and garden to experience different types of play. They sometimes take toys into the lounge area which enables them to be separate, yet near enough to hear and observe. The childminder also provides plenty of toys to enable the children to play alongside each other. Some resources reflect diversity. Children are also encouraged to share, observe and learn from each other. They experience equality of opportunity with experiences and activities which are adapted to suit their individual age and ability. The childminder knows the children well as individuals and ensures she narrows any achievement gap.

Full and detailed self-evaluation of the childminding provision is carried out to support targeted development and improvement. The childminder's extensive training and knowledge in childcare enables her to reflect and plan ongoing improvements. Individual planning is evaluated to ensure children's learning and development. The childminder knows the importance of listening to parents and children, being well aware of their needs and responding appropriately.

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

Children make good progress in their learning and development as the childminder takes time to get to know their individual needs. Daily activities are planned according to children's interests. The childminder uses her observations, and discussion with parents, to provide experiences which enable children to gain knowledge and skills. Progress in the Early Years Foundation Stage is tracked in their learning journal records. Children enjoy their learning and are active learners. For example, children are very involved in choosing their own activities. They prepare some food for the dolls including pizza, toast and tomato. The childminder encourages them to think about picking more vegetables to provide healthy food. They take the food into the garden and have a picnic with the dolls. The childminder asks 'Do you want to use a knife to spread some marmite' and children search in the play kitchen for implements. They bring out a spoon to pretend to

spread the marmite on the toast and eat it demonstrating creative play, communication skills and personal, social and emotional development. The children observe the dolls need their sun hats and they discuss which ones are too big, or small for the dolls, and the childminder. This demonstrates knowledge and understanding of the world, physical development and problem solving, reasoning and numeracy skills. Challenging experiences are provided across the areas of learning and children are active learners. There is purposeful play and exploration with a balance of adult and child led activities.

Children's good health is effectively promoted by the childminder. She provides healthy meals and snacks for children which include fresh fruit and vegetables. At lunch time children are invited to make a choice between cheese, or marmite, wholemeal bread sandwiches, with carrot and cucumber sticks. Drinks are available at all times and children are gently reminded to have regular drinks of water throughout the day. Children enthusiastically wash their hands before having food and use individual hand drying paper towels. The childminder ensures children are protected from cross infection by using effective nappy changing procedures. The necessary documentation is in place to ensure children's health and safety. The childminder carries out individual risk assessments regarding children's dietary needs and shares these records with parents.

Children settle into the routines of the childminding setting quickly. They feel safe and secure and are confident with the childminder who explains her procedures to help them understand and learn. Children are supported to play safely around younger children. They take part in fire evacuation drills. Children respond very well to the expectations of the childminder; for example, when she asks them to go into the hall while she quickly checks the baby upstairs they are patient and count to ten while they wait. They know the childminder keeps her promises. Children build friendships and share equipment with encouragement. Independence is encouraged and children sort out their own boots to wear in the garden. They are supported to put on their own socks and coats, and given sufficient time for their efforts. Children, therefore, also develop useful skills for their future lives. They also gain knowledge of information and technology as they use toy computers and press the appropriate keys to change the pictures and sounds.

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	1
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