

Inspection report for early years provision

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Inspection date	21/06/2012
Inspector	Kerry Iden
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 2012. She lives with her husband and their two children in the town of Lee-On-The-Solent, Hampshire. The ground floor of the childminder's home is used for childminding and a first floor bedroom is available for daytime naps. A fully enclosed garden is available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than four children at any one time, of whom no more than two maybe in the early years age group. The childminder currently has four children on roll, all of whom are in the early years age group. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a warm, homely environment. She works closely with parents to understand routines, likes and interests and therefore children have settled very quickly and their individual needs are met well. The childminder is establishing clear systems to work in partnership with parents, although she has not yet fully established links with other professionals to share ideas about children's development. The childminder has been establishing the many systems she has to support her childminding. She is now starting to identify areas for improvement and act on them accordingly, demonstrating an ability 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:

- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare, learning and development is fully achieved .

The effectiveness of leadership and management of the early years provision

The childminder's secure knowledge of procedures helps to safeguard children. She shares her child protection responsibilities with parents through her written policies and procedures. The childminder has implemented her own systems for making daily, weekly and monthly checks to support the risk assessments of her setting and outings she takes the children on. This enables her to maintain a safe

environment for children to play and learn. The childminder obtains all relevant details from parents to be able to meet the individual needs of children. All required documentation is in place and instantly available for inspection. To develop children's understanding of safety, the childminder regularly completes evacuation practices with the children. Therefore, children are taught to be safety conscious without being fearful.

The childminder has made a strong start to her childminding. She has established systems and documentation and settled families within her setting. She is now starting to evaluate some aspects of her service and consider areas where she would like to develop herself further. The childminder values the input of ideas from children and parents, for example, introducing baby signing into routines and play.

Children have access to a wide range of good quality resources. The environment is conducive to learning and the development of children's independence. They can access many items of equipment themselves within the picture labelled containers. The childminder makes good use of the resources within the setting, such as with the different ways she introduces children to messy activities. She also makes good use of her community. Regular trips to country parks are developing children's confidence around animals, whilst regular trips to the library support children's interests in books. This also supports their awareness of their local community and time within toddler groups enables children to mix with other children and adults. The childminder understands the importance of meeting children's individual needs. She gains details of children's routines, interests, likes and dislikes when they initially start to use as a starting point. The childminder adapts the games and resources well so that all children can have a go, which promotes an inclusive environment. From her observations and assessments, she knows where she is supporting each child in their individual development, enabling children to make strong progress.

The childminder works collaboratively with parents to understand their children's individual needs. However, she has not yet fully extended her partnership approach to other early years providers by sharing information about children's development. Through the information she collects when families initially start, the childminder is able to settle children quickly. She continues this communication with parents as routines adapt. The childminder helps parents to support their children's learning in different ways. The daily diary and verbal feedback offer parents a detailed account of children's time in the setting. In addition, clear systems for formally sharing all areas of children's progress are in place. This enables the childminder and parents to work collaboratively to continue to support children's learning.

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

Children have settled very well and are happy and confident in the setting. They are able to try new experiences which support their confidence. For example, children were recently keen to delve their hands into shaving foam before realising they would get their hands dirty. Regular time away from the setting offers them variety in the week and allows them to build relationships with others. The

childminder supports children's learning well. She has a good understanding of using the observations she makes on children to extend their learning. Scrap books and written observations support future plans for the children, ensuring they make good progress in all areas of learning.

Young children show that they feel very safe and comfortable within the setting. They have developed trusting relationships with the childminder and each other. This enables them to be content in their play, which supports their learning. Good quality interaction together with well organised routines to meet individual needs also helps babies to become secure and content. Children are also learning how to keep themselves safe. They talk about the reasons why they need to tidy up from time to time. Away from the setting, they learn about road safety. Children enjoy and respond well to the routines through the day. Hand washing is fun whilst delivering important messages before snack and lunch time. Snack and lunch time is a well organised inclusive time. The arrangements allow for babies to enjoy their milk feeds in the arms of the childminder whilst children safely sit nearby enjoying their food. Children also have lots of fresh air and physical activity away from the setting. Regular trips to country parks, play areas and the beach offer variety and enable children to learn different skills.

Children's progress in communicating, language and literacy skills is developing well. Through the introduction of baby signing, children are also learning of alternative ways to communicate. Shared stories before sleep times enable children to relax and calm ready for sleep. At other times, stories are more interactive, and regular visits to the library enable children to have access to a vast array of books. Young children are also developing their mathematical concepts. They enjoy posting shapes or trying to complete their favourite animal puzzles as they increase their awareness of shape and space. Therefore children are developing the skills they will require to secure future learning. They play well, mostly alongside each other and have positive relations with each other. Young children are aware of each other and on occasion give babies gentle strokes as they show an interest in them. They take initiative and choose their own resources or make it clear to the childminder when they want her to get something they cannot reach. Therefore, children are making a positive contribution within the setting.

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	3

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	3
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met