

Inspection report for early years provision

Unique reference number	EY434490
Inspection date	03/07/2012
Inspector	Brenda Flewitt

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 2011. She lives with her partner and three children aged four, 22 months and six months. The family lives in a house in Andover, Wiltshire. Childminding takes place mainly on the ground floor of the house, which includes a lounge, kitchen-diner and conservatory. Sleeping and bathroom facilities are provided on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of three children may attend at any one time, of whom one may be in the early years age group. Two children under the age of eight years may attend overnight. There is currently one child on roll in the early years age group. There are currently no children attending overnight. The childminder holds an NNEB qualification and has experience in working as a nanny and a nursery nurse.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and welcoming family home by a childminder who knows them well as individuals. They are involved in a good range of activities that help them learn through play. Effective partnerships with parents, together with the childminder's support in children's play, help them make good progress in most areas of their development. The childminder constantly reflects on her practice and evaluates her provision in order to identify areas for development. She uses various methods to keep her knowledge up to date, resulting in ongoing improvements in the outcomes for children.

What steps need to be taken to improve provision further?

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

- promote further children's response to sensory experiences, for example, by providing a range of natural and everyday objects that they can explore independently
- enhance young children's sense of belonging to a community and promote their language for communication by asking parents to share photographs of special people from home.

The effectiveness of leadership and management of the early years provision

The childminder implements clear policies and procedures to promote children's welfare and safety. She completes detailed risk assessments and puts measures in

place to provide a safe environment for children to play, both in the home and on outings. The childminder has a good understanding of safeguarding children, which includes how to recognise signs and symptoms and the procedures to follow if there are concerns. She has a system to record existing injuries as routine. This all contributes towards protecting children from harm. All the required records are in place, well organised and stored confidentially.

The childminder organises her home well to meet the needs of the children in her care. Children use a good range of toys and equipment. These are arranged so that they make their own choices according to their interests, age and stage of development. For instance, a young child reaches for a dolls house, and is fascinated by repeatedly opening and closing the doors. The childminder supplies various items of equipment to keep children safe and encourage their independence. The childminder makes use of local facilities to provide outings to enhance children's learning. For example, attending children's groups promotes their social skills as they spend time with children of a similar age. From a young age, children develop a positive awareness of people's differences through the childminder's good example as they meet a range of different people. They access a good range of toys and resources that reflect positive images of a wider world. The childminder is mindful of the importance of adapting activities to meet the needs of differing abilities.

The childminder promotes effective partnerships with parents, which are friendly, yet professional. She supplies clear information about her provision. This includes written policies and procedures and a portfolio with background information. The childminder encourages a daily verbal exchange of information, in order to meet children's individual needs. This is supported with a written diary to record food, sleep patterns and activities. Parents appreciate the level of care provided by a childminder with a 'wealth' of childcare experience. They like the safe and interactive environment and detailed communication. None of the children in the childminder's care attends additional early years settings. However, the childminder is aware of her responsibility in establishing dialogue with other practitioners when it is required.

The childminder regularly reflects on her practice and recognises areas to develop. For example, she plans to increase the range of outings to enhance children's learning in the local environment. She is proactive in keeping up to date with changes via the internet and through contact with other early years professionals. This results in a good capacity for continuous improvement in her provision and the outcomes for children.

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

Children are happy, settled and secure in a welcoming family environment. Young children develop trusting relationships with their childminder and her family. Children know what to expect through familiar routines and clear explanations.

They start to understand the importance of tidying away toys when they have finished with them. Children learn to take turns and are encouraged to display good manners. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence. They start to develop a sense of belonging; for example, they see a photo of themselves on their coat hook. However, they do not see photos of people from home who are special to them, to help develop their vocabulary and sense of belonging to a community.

Children participate in a wide range of activities, both indoors and out, that helps them learn through play. The childminder is aware of children's interests and preferences, which enables her to support their learning. For example, she provides shape sorters for a child who likes to put objects in and out of containers. Children develop an awareness of number and shape through play and everyday activities, for example as the childminder models counting bricks when building a tower together. They can easily access a wide range of books. A young child likes to turn the pages of a 'talking book', repeating the action to hear the same sound. Children experience a range of materials and media to express their ideas, often through adult-led activities. They do not easily access natural and everyday objects to explore and investigate independently. The childminder successfully uses observations of children's achievements to effectively plan their next steps towards the early learning goals. She completes a 'learning journey' with includes dated and annotated photos and written observations, clearly linked to areas of learning. The childminder interacts positively and purposefully in the children's play, which helps them develop a good understanding of the world around them. Therefore, children are making good progress in their development from their starting points.

Children's health is promoted well. The childminder practises hygienic nappy changing routines. Children enjoy a healthy lifestyle. Babies start to make choices in what they eat from healthy options, such as a selection of fresh fruit for snack. The childminder is confident to discuss young children's diet with parents to promote their health. Children have daily fresh air and exercise through garden play, walks, and trips to play parks where they use large equipment. The childminder encourages children's mobility through the arrangement of furniture in the play area and by praising their efforts and achievements. Young children learn about aspects of their own safety throughout the day, such as road safety and an awareness of using equipment sensibly. They get to know what to expect in an emergency, through being part of regular practises of the escape plan.

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	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