

Inspection report for early years provision

Unique reference number	EY440862
Inspection date	10/07/2012
Inspector	Susan May
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 husband and two children aged 18 months and five years in Basingstoke, Hampshire. All of the premises is used for childminding. There is an enclosed rear garden 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 may care for a maximum of four children under eight years at any one time. The childminder is currently minding two children in the early years age group. The childminder is able to take children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder builds secure, trusting relationships with children in the warm and attractive environment she provides. The childminder promotes inclusive practice as each child's individual qualities are recognised and their families are valued and respected. The childminder provides a good range of toys, resources and activities indoors and some outdoors, that help children make good progress in their learning and development. Good relationships with parents, and others involved in the children's care, help provide consistency and continuity in meeting children's needs. The childminder reflects effectively on her practice, implementing improvements that enhance children's welfare and learning opportunities. As a result, she demonstrates good capacity to maintain improvements to outcomes for children.

What steps need to be taken to improve provision further?

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

- review the outdoor environment to provide further resources and activities that facilitate all areas of children's learning, play and exploration.

The effectiveness of leadership and management of the early years provision

Children are safe and secure as they play in the home and designated playroom with toys and resources that are easily accessible. A good range of toys and resources indoors help promote learning in all areas as they provide opportunities for children to reinforce and gain new skills. However, there are fewer resources and activities available outdoors to promote children's learning as effectively. The childminder makes children's safety priority. She knows the procedures to follow if

she has any concerns about a child and shares safeguarding information with parents at initial visits. Children are supervised at all times and never left with persons who do not have the appropriate checks. The childminder has written risk assessments that help her identify possible hazards and clearly show how risks to children are minimised in the home and on outings. Comprehensive policies and procedures are in place, and are shared with parents. All relevant children's information and parental consents are recorded. Documentation is stored securely and confidentiality observed.

The childminder requests comprehensive information of each child's background, preferences and routines. Consequently, she knows the children well and is able to offer an inclusive service that recognises the uniqueness of each child. The childminder welcomes all families into her home, recognising and respecting their individuality and particular needs. The childminder requests parental feedback in order to assess her practice and continue to provide for children's changing needs. Parental responses are positive as they recognise the progress children make. Children's learning is shared through verbal feedback, texts and daily diaries. Parents comment favourably on the childminder's positive behaviour management, the range of activities children have access to and the home-from-home environment. The childminder recognises the importance of sharing information with other carers. For example, she is proactive in seeking to build good relationships with staff at schools and pre-schools children attend. This shared information helps ensure consistency and continuity in children's learning.

Since registration the childminder has successfully developed her practice through further training and the good support she receives from external agencies. This helps ensure she is well informed of relevant courses and current information. The childminder gives thought to her practice, recognises her strengths, and addresses areas for improvement. This demonstrates good commitment to maintaining continuous improvement in order to provide good quality care for all children.

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

Children are clearly happy in the childminder's company and move around the home with confidence. They make good progress in their learning as they choose what they want to play with from age appropriate resources. Children receive good adult support. For example, when they struggle to fit the 'toast' into the play toaster, the childminder suggests they lift it off the shelf to try again. Following the children's success the childminder quickly offers praise at their achievement. This helps to build their confidence in trying new activities. The childminder knows the children's interests, requests initial and ongoing information from parents and others involved in the children's care. She uses this information when planning activities to move learning forward. This is evident in the children's development folders that begin to show a clear record of their progress. These are available to parents. While development records are in the early stages, photographs from home alongside observations from the childminder demonstrate an increasingly shared knowledge of the children. This helps to provide continuity and consistency

in children's learning.

Children enjoy books and sit comfortably on a rug looking at books that offer familiar stories and are a source of knowledge. The childminder supports children's communication and emerging language skills as she repeats words to help them identify that sounds have meaning. Children happily 'chat' back to her, as they begin to recognise the sounds. Posters displaying numbers and words in English and the children's home languages help support their understanding of the written word. Children have opportunities to develop creativity as they play with musical instruments, sing nursery rhymes and access art and craft materials. They develop good future skills as they recognise that they can make calls on the telephone and know that to play the keyboard it needs to be switched on. The childminder helps children begin to understand about keeping themselves safe as she explains possible consequences of their actions. For example, how grapes dropped on the floor may cause an accident. The childminder has begun to help children develop an understanding of the natural world and sustainability as they sow vegetables in the garden although the outdoor area is mainly used to help promote physical development. Children's mathematical skills develop as they problem solve using shape sorters, hear numbers in everyday conversations and begin to understand simple concepts such as up and down. Regular trips into the neighbourhood, to shops, parks and schools, help develop children's sense of community. Children find out about the wider world, as the childminder embraces diversity, following traditions and celebrating events relevant to children for whom she cares. This helps them begin to recognise similarities and differences of culture, gender and disability, and to learn to value each other as individuals.

The childminder follows good hygiene practices such as using paper towels for hand washing to prevent cross infection. She has clear expectations of behaviour that provide a good base on which children can develop strong social values. For example, children sit to enjoy healthy snacks and meals socialising and developing good future eating habits. Drinks are readily available. Children behave well as younger children play companionably alongside each other while photographs show older children sharing their play. Children are confident, eager to please and have clearly developed caring relationships with the childminder as they confidently approach her for a cuddle or to share their game.

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