

Inspection report for early years provision

Inspection date	13/07/2010
Inspector	Alison Jane Kaplonek
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered to care for children since 2006. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with family in Bramley, near Basingstoke, Hampshire. Most of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. Toilet facilities are on the ground floor. The family has a dog and two cats.

The childminder is registered to provide care for four children from birth to eight years. Two of these may be in the early years age group. When working with an assistant the childminder may care for nine children, four of whom may be in the early years age group. There are currently four children on roll who attend full time, of these three children are in the early years age group.

The childminder walks to the local schools to take and collect children. She attends the local parent and toddler group. The childminder is a member of the National Childminding Association and has a relevant childcare qualification. She is a member of her local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into an extremely safe, family environment where they are all equally valued and included. They are provided with a varied range of resources and interesting activities linked to all areas of learning. The childminder works extremely closely with parents and consequently children's needs are very well met. She is aware of many of the strengths of her provision and has already identified most areas for improvement and accessed training opportunities.

What steps need to be taken to improve provision further?

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

- develop further systems to enable close working with the primary Early Years Foundation Stage practitioners to successfully meet the play and learning needs of the children
- develop further the organisation and accessibility of some indoor resources, such as construction kits, puzzles, craft materials and books, to encourage children's spontaneous play and learning.

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures and effective record keeping, ensures that all children's needs are well met. The childminder is suitably vetted, is proactive in developing her knowledge and keen to gain accreditation status. She has a very good understanding of procedures to safeguard children and ensures that children are always supervised by an appropriate adult. She understands her duty to make referrals if she has any concerns and knows how to contact the regulatory authority. The childminder completes contracts and children's detail forms with parents and records children's times of arrival and departure. She obtains a wide range of permissions from parents to ensure children's safety and keeps her First Aid qualification up to date. She regularly carries out comprehensive risk assessments on the premises, equipment and outings.

The childminder works extremely well with parents; she shares considerable amounts of information with all parents, about their children's experiences and routines. Children's detailed learning journeys and termly reports are also shared and parents are invited to make comments on their children's progress. Parents' views regarding the childminder's practice are regularly gathered through questionnaires and they all state that they are extremely pleased with the care provided for their children. The childminder has made efforts to implement systems to enable closer working with the primary Early Years Foundation Stage practitioners and parents to meet the play and learning needs of the children. She displays a wide range of information in poster form, such as fire evacuation, house rules, information about the Early Years Foundation Stage requirements, her daily and weekly plans and a list of the latest themes or topics. She welcomes all children into the setting and ensures that their health, safety and wellbeing are of a good, and in some areas, an excellent standard. The childminder provides children with a warm, family environment, where they feel safe and secure and their emotional needs are well met.

The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. She provides children with a well equipped indoor learning environment which covers all areas of learning, although some resources, such as puzzles, craft materials, books and those needed for construction, are not as easily accessible as others. She encourages sharing and turn taking and talks to children about being kind to others. As a result, children are well motivated and have high levels of self-esteem. Children learn about differences and valuing others as they take part in a range of activities linked to different festivals and cultures. Good self-evaluation takes place which enables the childminder to recognise her strengths and most of the areas for further development.

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

Children make good progress in their learning. All children enjoy exploring and investigating the good range of learning experiences on offer. They enjoy measuring and pouring the water and talking about the texture of the different coloured rice granules. They climb, slide and develop a sense of balance as they use the ride on toys or bicycles. They get excited as they play with the bubbles in the garden or look for spiders. Younger children also develop a good sense of belonging as they move around freely and play with increasing confidence. They enjoy the company of their peers and communicate well together.

The weekly routine is planned on themes and includes indoor activities, such as cooking or craft activities. There is a balance between child-initiated and adult-initiated activities and children confidently request certain resources, helping them to become active learners. They help themselves to the resources which are arranged in boxes at child height or talk to the childminder about what they would like to do next. Some resources, such as books and puzzles are less accessible which impacts on children's ability for spontaneous play and learning. The childminder makes good use of the local area and younger children regularly enjoy trips to the park or toddler group. The childminder makes very good, accurate observations and assessments of children's progress and uses these to plan for their future learning needs. These are linked well to the Early Years Foundation Stage learning and development requirements to ensure that children move successfully to the next steps in their learning.

Children play and learn in an organised, extremely safe and secure environment, where their health and safety is successfully assured. Babies and young children are provided with the necessary equipment to keep them safe, such as reins, car seats and stair gates. Children talk about being careful as they cross the road and know not to run indoors in case they fall over. They wear hi-visibility jackets when out walking to ensure that they can be easily seen and identified. Children regularly practise the fire drill to ensure quick evacuation from the premises. They benefit from the childminder's excellent use of risk assessments both at home and when on outings.

Healthy meals and snacks are provided according to parents' wishes and the childminder encourages healthy eating. She supplies a wide range of fruits and breadsticks for snack time and ensures that children can always access their drinks. Children's physical needs are well met as they use a wide range of equipment in the garden and when out in the park or at toddler group. They learn about keeping healthy as they talk about washing their hands before eating and making sure they use tissues to catch the germs if they have a cold.

All children are welcomed into the setting and provided with resources to help them talk about differences and valuing each other. Children behave extremely well and are learning many skills to prepare them for their later lives, such as being polite and kind to each other, taking turns and sharing. They benefit from consistent behaviour management strategies applied by the childminder. They

respond well to the praise and encouragement they receive and are gaining considerably, in both confidence and self-esteem.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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