

Inspection report for early years provision

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Inspection date	25/08/2011
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2000. She lives with her husband and two children aged 12 and 15 years old in Yateley, Hampshire. The whole of the childminder's house is used for childminding, although this mainly takes place on the ground floor, and there is a fully enclosed garden for outside play. The family have a pet cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age range. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local pre-schools and schools to take and collect children. She also attends a local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in the childminder's spacious home and they benefit from a wide choice of activities and toys. The childminder plans stimulating and interesting activities and treats children as individuals. Equality and diversity is effectively promoted. The childminder keeps most documentation in order, however further detail is required on some records. She carries out worthwhile self-evaluation of her childminding practice and strives for ongoing improvement through training.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in children's developmental progress
- obtain prior written permission from parents for each and every medicine before it is administered.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder is familiar with safeguarding procedures. She has a clear policy in place which is shared with parents. Documentation and records are very well organised, however, further detail is required on medication administration sheets to ensure parents are fully informed

and involved. The childminder completes effective risk assessments around her home and garden, as well as for many different outings. She helps children learn how to keep themselves safe. The childminder ensures all areas of her home are safe for the children attending. Regular fire evacuation drills are held. All adults living in the home have completed suitability checks. Parents complete the required contact information and several introductory visits are held before children commence with the childminder. This helps the childminder become familiar with the children and assess their starting points for their learning journey together with their parents. The childminder builds good business relationships with the parents, who take part in regular evaluative surveys of the service provided. They particularly value the effective, informal communication between the childminder and themselves and are confident their children are happy. The childminder keeps parents informed about their children through text messages, telephone calls, daily feedback and through a daily diary. She also provides a useful termly report on children's progress in the Early Years Foundation Stage (EYFS). The childminder liaises closely with other settings delivering EYFS to ensure progression and continuity of learning and care. She finds out about the plans in the pre-school and links her activities. Pre-school key workers keep the childminder informed about children's development and they build a very positive relationship.

The childminder finds self-evaluation of her service a very positive experience, as it supports and aids her reflection and shows what is working well. The childminder continually looks to improve her provision of care. She reviews policies regularly to ensure all information is accurate and up to date. She values training and links with other childminders to share information and skills. The childminder has gained a Diploma in Home Based Childcare which helps to further improve outcomes for children.

The childminder ensures equality and diversity are promoted through her policies, and all children are welcomed into her home. She provides a range of toys and books which reflect diversity, and acknowledges a number of different festivals throughout the year. Children particularly enjoy dressing up and role play activities linked to different cultures. The childminder helps children learn about cultures, as well as people with disabilities, through the use of books and appropriate television programmes. Plenty of space is available for play activities and the large conservatory is used for toy storage. Children help themselves to toys from low level racks and shelves. They are familiar with the toys and search out their favourite items. The childminder efficiently and effectively ensures the available resources are used to meet the individual needs of the children. For example, she gives children puzzles which are appropriate to their age and stage of development. She also encourages children's development in communication, language and literacy, as well as problem solving, reasoning and numeracy, through talking about the letters which children observe on a magnetic easel, and encouraging them to name their letters and write their names.

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

Children thrive and are relaxed in the care of the childminder because they are familiar with the home environment and they make choices about their own activities. They move around freely and talk to the childminder about their activities. The children are active learners. They frequently enjoy activities such as baking, glueing, painting, digging in the garden and planting outside. The childminder skilfully includes all areas of learning in one planned activity when she invites the children to join in some sticking and glueing. Children are enthusiastic about taking part in the activity and run to the table. The childminder talks about a wide range of different foods that can be found in the shops and shows pre-cut pictures of the foods. She provides a large sheet of paper with a shopping trolley drawn on it and children choose the items to put into their trolleys. The childminder praises and encourages children as they create their pictures. She asks them to name the items they have placed in their trolleys and the children talk about the cereals, juice, bacon, tomatoes, and beans. They also count some items such as eggs. The childminder makes regular observations of children's development and includes some areas of learning in these records. The observations occasionally include a brief next step for development, however further information is required to ensure planning is appropriately targeted to ensure effective learning and progress. Photographs and examples of children's work are also included in the observation records.

Children's good health and hygiene are promoted and the childminder helps children learn how to remain healthy. They develop a healthy lifestyle through daily physical exercise and they walk to and from school and pre-school. Children benefit from a wide range of outings and they use the garden for physical play. Children follow suitable hygiene routines and access the downstairs toilet independently. Individual hand drying towels are provided. Children are familiar with hand washing routines and know they need to wash hands before taking part in a baking activity. Parents currently provide healthy meals for the children and the childminder offers nutritious snacks including fruit and cereals. Water and juice drinks are provided.

Children demonstrate a sound understanding of safety. They walk around the neighbourhood and learn how to cross roads safely. Children are safe and feel able to confide in each other as well as the childminder. They ask questions and offers ideas. Children respond extremely positively to the expectations of the childminder. She praises and encourages children frequently. Children have the ability to make appropriate choices and decisions regarding play, activities and keeping healthy. They behave very well and learn to respect and understand similarities and differences. Children learn to share and sometimes bring their own toys into the provision to use together. They make friends and co-operate with each other. The childminder and her children act as very positive role models who enjoy spending time with the children and joining in with activities. Children understand they need to keep the environment tidy. They tidy away toys as they go along and they are well aware of safety issues around toys and tripping. Children are responsible and act sensibly.

Children develop valuable skills for their future lives. The childminder encourages problem solving activities when they are out and about. For example, children enjoy working out how to get around a fallen tree on the path. Children communicate well and use numeracy to solve problems such as counting the number of steps to the tree. They develop some information technology skills through occasional use of the computer for suitable games and also use hand held games machines.

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