

Inspection report for early years provision

Unique reference number	EY100430
Inspection date	03/12/2008
Inspector	Catherine Greenwood
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2002. She lives with her two children aged 10 and eight years. They live in a semi-detached house in Aldershot, Hampshire. Local amenities are within easy walking distance. The childminder is registered to care for a maximum of four children under eight years at any one time and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four children on roll within the Early Years Foundation Stage.

Children have access to a sitting room, kitchen, first floor toilet, and one of the bedrooms for sleeping purposes only, and there is a fully enclosed garden for outside play.

Overall effectiveness of the early years provision

The childminder's ability to evaluate the quality of care and education she provides and identify improvements is a key strength of the provision. Children make good developmental progress due to her secure knowledge of their individual needs, and her commitment to providing them with a wide range of experiences. An effective partnership with parents and other providers delivering the Early Years Foundation Stage means they are kept well informed of children's achievements.

What steps need to be taken to improve provision further?

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

- provide a wider range of accessible resources for younger children to develop their senses
- provide opportunities for children to develop and use their home language in their play and learning

The leadership and management of the early years provision

The childminder has a very positive and focused approach to developing her own knowledge, and uses this to improve outcomes for children. The recent completion of a home-based childcare degree, has enabled her to obtain a secure knowledge of the Early Years Foundation Stage. Comprehensive written observations, assessments and photographs show that children are making good progress towards the early learning goals. The childminder's positive communication and interaction with children is excellent. She embraces their involvement in all activities and dedicates her time to talking with them and meeting their individual needs. Good communication with parents means that children are fully safeguarded.

The quality and standards of the early years provision

Younger children love the childminder's involvement in their play and learning, for example, as they snuggle up close for a story. The childminder embraces these one to one times and asks questions that encourage younger children to repeat the names of objects they see in the books. Consequently, children are starting to build their vocabulary and use lots of words. The childminder is observant of what children enjoy doing and goes with the choices they make. Their creativity is encouraged through mark making, art and craft activities at home and at toddler group, and by providing different resources to capture their interest. Although younger children really enjoy using the musical response toys, the excellent range of accessible play equipment does not include a wide range of sensory resources. Children who attend after school enjoy cooking activities and handling jelly, cornflour, and playdough. They have access to a computer which the childminder sets up using a website address she has obtained from the children's school.

Regular outings to woodland areas provide children with good opportunities to learn about the features of living things, as they look for mini beasts in the roots of a large tree, and feed the ducks on the river. The childminder says that these outings provide wonderful opportunities for children's imaginations to be set free. Drawing with chalks on the patio and cooking activities, such as making mince pies, provide good opportunities for all children to be included. The childminder says she is dedicated to involving all the children if they want to take part. She has a good knowledge of the religious and cultural celebrations of children attending and makes good use of information about events in children's lives, to help other children learn about differences. For example, when children go on holiday to other countries, she uses a globe, photographs, information on the internet and discussion, to develop all children's knowledge and understanding of the world.

Children are very well behaved because they are used to the routine, feel secure and settled, and get on very well together. The childminder sets firm boundaries, and says her provision is like an extended family for all the children. Children feel good about themselves through the use of 'reward charts' to recognise their contributions, such as when they spend time explaining to other children how to do up their coats. Children who have English as an additional language are beginning to gain confidence in their communication with children their own age because the childminder ensures they remember to include each other in their play. Close friendships between the children assist the development of children's English, although the childminder has not provided opportunities for children to develop and use their home language in their play and learning.

The childminder has a secure knowledge of each child's abilities in relation to their progress towards the early learning goals. Excellent records of achievement include photographs, and show clear links to the Early Years Foundation Stage guidance, as well as the next step for their individual learning. These are shared with parents, and provide them with good information about their children's development. This means that children make good progress. A well organised folder in the hallway includes comprehensive policies and procedures, which have recently been updated and given to parents. Children are fully safeguarded due to

the childminder's secure knowledge of the action she would take if she was concerned about a child.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.