

Inspection report for early years provision

Unique reference number	EY246494
Inspection date	15/02/2011
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 was registered in 2002. She lives with her child of school age in Alresford, Hampshire. The whole of the house is registered for childminding, although this takes place mainly downstairs. The front door is accessed up a few steps. There is a fully enclosed garden for outside play.

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 four children in this age group on a part-time basis. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to and from local schools to take and collect children. The childminder attends several groups for children. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are effectively supported by this qualified and experienced childminder, although developmental records are not always up to date. Self-evaluation is completed and the childminder plans ongoing development of the childminding provision. The childminder updates her training regularly ensuring continuous improvement of the childcare provision. Equality and diversity is appropriately promoted.

What steps need to be taken to improve provision further?

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

- keep records of development up to date to enable next steps and planning to be appropriate to children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a suitable safeguarding policy in place which is shared with parents. The childminder helps children to keep themselves safe through educating them about various issues including emergency fire evacuation, keeping safe while out and about or moving around the home. The childminder ensures she keeps all documentation and consents in place to ensure children's safety. The childminder has completed the required personal checks.

Risk assessments are completed around the home and for a number of outings.

The childminder is enthusiastic about caring for children and is committed to developing her knowledge through ongoing training. Continuous development of the childcare provision is supported through ongoing evaluation of the childminding, as well as through being part of a network. The childminder receives regular, evaluative, support visits from a network coordinator. Parents are invited to give feedback and comments about the childminding. They are very positive and report that the childminder is extremely professional, knowledgeable and caring. She provides a loving family environment and is flexible when supporting families. Parents state that the childminder keeps records up to date with their details and provides a wide range of experiences for the children. She provides diaries to keep parents informed about their child's activities and records of achievement are regularly shared. Parents complete all necessary documentation to ensure children's health and safety. The childminder builds excellent partnerships with other providers and has set up a local childminding group. They meet regularly to discuss early years developments and transition to school. The childminder has also built a strong working relationship with the local school and takes the children to visit three or four times a year. This helps children to be prepared for attending school and enables a relationship with school staff.

Children enjoy a wide selection of resources and activities. They are invited to choose their own activities from storage upstairs. Children are familiar with the daily routine and join in enthusiastically with activities throughout the morning. Space is well used and all of the ground floor of the home is available to the children. A ground floor toilet and wash hand basin provides accessible facilities. All children are offered equal access to the toys and activities. The childminder makes every effort to ensure children's individual needs are met. She provides a range of books including some which depict other cultures and languages. Children also observe the world when looking at a map. A variety of small world figures are available.

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

The childminder knows the children very well and treats them as individuals. She is fully aware of their development and progress, however, records of achievement are not always up to date to enable parents to be fully informed of their child's progress and next steps for development. The childminder provides challenging experiences across the areas of learning and children are active learners. They enjoy a wide variety of activities including hand and feet painting, gloop and opportunities to play with porridge oats in the sand tray. Children are familiar with this substance and use spoons to carefully put it into pots. The childminder extends their learning by suggesting they count the number of spoons it takes to fill the container. They hide small world figures in the oats and roll vehicles through it to make different patterns. Children talk about cooking the oats to make porridge and the childminder repeats the names of the implements they are using such as spoons, fork and fingers. She also introduces new words such as 'scoop'.

Children's language is developed and enhanced, particularly alongside the other areas of learning. Children think creatively and critically when building with wooden blocks.

Children's good health and well-being is promoted to a high level. The childminder takes children into the downstairs cloakroom to wash their hands before meals and snacks. They use individual hand drying towels. The childminder holds written permission for emergency medical advice or treatment for each minded child and ensures her first aid training remains up to date. Good hygiene procedures are followed when changing nappies. Children benefit from regular opportunities to play outside on the local green space as well as in the garden. They enjoy many outings to parks, woods, the zoo and local shops. Children are involved in preparing their own snack as they carefully slice the bananas. Parents provide healthy snacks and lunches for their children. Children share toys and begin to understand their own needs and those of others. They cooperate and play well together. The childminder effectively supports children to make friends and enjoy each other's company. She talks to children about keeping themselves safe and praises them when they demonstrate appropriate care and attention. Children tease and joke with the childminder and they laugh together.

The childminder prepares children very well for transition to school. She takes them into school to enable them to become familiar with the building and school staff. She also provides appropriate records for the staff, as requested. Children develop skills for their future as they communicate their needs and learn numeracy skills. They also become familiar with technology as they help to print out photographs and use the computer.

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	1
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	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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