

Inspection report for early years provision

Unique reference number	EY319073
Inspection date	17/06/2009
Inspector	Marie Thompson
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 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 registered in 2005. She lives with her husband and three children aged six, eight and 11 years old, in Farnborough, Hampshire. The house is within walking distance of the local pre-school, primary school, shops, park and transport links. The childminder uses a designated play room on the ground floor for childminding with toilet facilities. There is a fully enclosed garden available for outside play. The family have one cat.

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

The childminder has a CACHE Level 3 in Home based Childcare. The childminder is able to collect children from the local school and attends several groups on a regular basis. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder works with parents to ensure children are settled in her care; she understands each child's individual needs and this helps them to feel secure. The childminder provides a sufficient range of activities to help children make satisfactory progress in their learning and development. The required documentation to promote children's welfare is in place. The childminder is aware of the strengths and areas for improvement of her provision.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor area in order that children have a greater range of experiences in all six areas of learning
- develop the planning of activities based on individual learning needs
- promote positive attitudes to diversity through toys and activities that encourage children to talk about similarities and differences and the reasons for these
- continue to promote the good health of children by taking the necessary steps to prevent the spread of germs and infection

The leadership and management of the early years provision

The childminder has established good working relationships with parents; she gathers information from them so that she knows about children's individual

interests and needs and can provide a consistency of care. The childminder is friendly and approachable, ensuring that parents feel comfortable in their daily discussions with her and are informed of their child's progress. The childminder has begun to think about her practice and identified some of her own areas of strength and areas which require development. The childminder has addressed the recommendations raised at the last inspection, resulting in improved safety for children.

The childminder provides a caring, welcoming and busy family environment, where children are cared for with warmth and affection. The home is generally well organised with an array of well maintained toys and resources all displayed and stored where children can choose them freely. The contents of the drawers are displayed clearly in pictorial form, in English and in German, in order to meet the needs of all the children attending the provision. The childminder advocates children learning through play and has compiled detailed observations of the children at play. She plans some activities to take to the groups the children attend. However she does not plan activities within the home environment which will offer purpose and challenge, based on children's individual needs, development and next steps of learning.

The childminding provision is suitably organised and documentation is in place to promote the welfare of children. The childminder undertakes daily checks of the premises and has a written risk assessment in place to ensure children's safety. This includes the indoor and outdoor environments and outings. The childminder understands her role in safeguarding children and is clear about putting the appropriate procedures into practice when necessary to ensure children are kept safe from harm. Children's self-care skills are promoted by the childminder as she encourages them to manage their toileting and hand washing routines for themselves. Pictorial reminds in the toilet to help them to remember to wash their hands. However, all the children use the same towel to dry their hands, therefore the risk of cross infection is not sufficiently minimised. Children enjoy sociable snack and meal times when they join together at the table to share a generally balanced diet, including sandwiches with a choice of fillings and freshly prepared meals of spaghetti and a choice of fruit and vegetables.

The quality and standards of the early years provision

Children are developing independence as they feed themselves and they help themselves to toys and books, making choices about what they want to play with. The childminder provides a relaxed environment where each child is valued and they are clearly comfortable in her nurturing care. For example, children enjoy being close to the childminder as they build towers from the coloured blocks together or being cuddled when they are tired. Children learn about playing safely, and understand safety rules such as how to use the slide and climbing frame safely. They learn about safety in the home when they practise the fire evacuation plan.

Children enjoy opportunities for fresh air and exercise as they play in the garden or go for a walk in the woods. The children laugh and giggle as they play on the

trampoline, climbing frame and with the water play in the garden. They have begun to extend their learning within the garden by starting to look at the birds and making lard feeders for them. However, the activities have not been planned or fully extended in order to develop the outdoor area so that children have a greater range of experiences in all six areas of learning.

The childminder uses positive reinforcement to encourage children to respect one another and to share the toys and resources appropriately. Children enjoy some very nice outings to Frogmore, Fizzy kids with a ball pit, Mercedes Benz world and Yately fire station. Photographs of the children enjoying these excursions are displayed in the dinning room for them to see and recall the memories. Children also attend many groups throughout the week including messy play and the play gym. this provides them with a different range of activities and a chance to socialise with children of a similar age.

Children are beginning to develop an awareness of people's similarities and differences through some discussions. There are children attending the provision who are bi-lingual and have differing cultural backgrounds. The childminder has labelled some resources in both English and German, however, she has not fully embraced the children's cultural background by planning activities which explore and celebrate the children's culture. The children have learnt about some festivals, such as Easter, including an Easter egg hunt and Father's Day, and learn about the wider world through walks in the local area. However, the toys and resources available are not used sufficiently and there are limited activities which promote positive attitudes to diversity and encourage children to talk about similarities and differences and the reasons for these.

Children have lots of opportunities to develop their creativity through art and craft activities. The childminder has a large resources base for this, so much so that she is unable to store all the paints, papers and crayons in the space the children use. In order to make sure the children can still choose the art materials they like, she has devised and displayed a pictorial self-selection poster.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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