

Inspection report for early years provision

Unique reference number	EY356275
Inspection date	26/05/2011
Inspector	Penny Wood
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and two children aged 11 and five years old in Goodworth Clatford, near Andover in Hampshire. The whole of the home is registered for childminding and there is an enclosed garden for outdoor play. The childminder is able to walk and drive to local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years old at any one time, of whom, three may be in the early years age group. She currently has six children on roll aged between two and six years old. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and at ease in the childminder's care. They experience a wide range of activities and play opportunities, which effectively promote their learning and development in most aspects of the early learning goals. The childminder has an excellent range of age appropriate resources and children are busy and occupied at all times. The childminder promotes excellent relationships with parents, which supports her in meeting children's individual needs. The childminder promotes an inclusive environment. Good strategies are in place to promote continuous improvement and the recommendations raised at the last inspection have been suitably addressed.

What steps need to be taken to improve provision further?

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

- further develop opportunities to recite number names in sequence during play opportunities to encourage children to gain an understanding of number

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well because the childminder has excellent strategies in place to protect them from harm. She is highly confident in her child protection policies and procedures. Thorough and in-depth procedures are in place for risk assessing the home and strategies are implemented effectively to reduce the risk of harm to children. Space is used effectively and children enjoy the freedom to move safely between the play room and the dining area. Children benefit from very high levels of supervision. A vast range of toys and resources are

available, which are maintained in excellent condition. On outings, excellent systems promote children's safety. For example, the childminder considers how she can transport children safely and consideration is given to how she may safely load and unload children from the car. The childminder regularly practises her emergency evacuation procedures to ensure they are effective.

A thorough sickness policy is shared with parents, which effectively reduces the spread of germs and infections. Strategies for dealing with accidents and children's medication requirements are highly effective. Health records are shared with parents, which ensure they are informed of events. The childminder maintains a first aid qualification.

The childminder promotes very strong partnerships with parents. She welcomes their feedback and takes constructive action to implement their requests. High levels of information are shared. For example, parents receive copies of her policies and procedures, which offer them a detailed insight into her role and responsibilities. Parents offer very high levels of praise for the childminder and her provision. They comment that the childminder provides a supportive and stimulating environment and that she actively provides interesting range of activities. In relation to her management of children's behaviour, they comment that she is fair and impartial. Overall, they value the childminder's provision and consider her to be an extension to their families.

The childminder has good links with other settings that children attend. She shares information relating to children's development with key workers, which enables her to support children in their learning journeys. The childminder has a positive attitude towards working in partnership with agencies to support children with special educational needs, as and when required. Good strategies are in place to support children in their transitions on to school.

The childminder makes effective use of training to help drive improvement. She comments that training opportunities enable her to evaluate her provision and to implement new ideas in order to enhance her provision and children's experiences. She has a clear vision towards areas she would like to further develop in the future. Documentation is organised and maintained well and her policies and procedures are promptly updated to ensure they accurately reflect her provision.

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

Children display a high sense of security in the childminder's care. They are confident and at ease and readily participate in the wide range of activities and play opportunities provided. Resources are readily accessible and children enjoy excellent opportunities to make choices and to follow their own interests. Activities are well-resourced and enable children to explore. Children's development is promoted well across most aspects of the six areas of learning. However, she does not consistently seize opportunities to encourage children to gain an awareness of number, such as counting when building towers. The childminder has a good

understanding of where children are within their development. She has comprehensive systems in place to observe and monitor children's individual progress. Information gained through her observations is used well to plan for children's next steps. Development summary sheets are shared with parents, providing them with an insight into the progress being made by their children.

The childminder facilitates children's play well. For example, when they play with the dolls, the childminder helps children to find some blankets to put over a doll while she sleeps. The childminder is very gentle and softly spoken and children thrive with the attention she provides. Children snuggle into her lap while they read stories and look at the pictures. The childminder reinforces children's acquisition of language well. For example, when playing the childminder clearly pronounces new words, such as crab, and encourages children to repeat. High levels of praise and encouragement promotes children's confidence and self-esteem. Children are clearly pleased with their achievements, such as putting on their shoes, and excitedly show their efforts to the childminder.

Children are gaining a good understanding of how to keep themselves safe. For example, on outings the childminder explains to children about road safety and they participate in school safety initiatives, such as a Walk to School week. Children are active and enjoy regular opportunities to promote their physical development both at the childminder's home and local play parks. They enjoy a good range of nutritious snacks and meals and the childminder promotes healthy options. The childminder respects children's individual dietary needs and provides appropriate foods accordingly. Children enjoy opportunities to grow a range of vegetables in the garden, which they enjoy tasting when they are ready to eat. Good hygiene procedures are promoted, which reduce the spread of germs and infections. For example, children regularly wash their hands and the childminder is mindful to clean her hands after wiping children's noses.

Children behave well. The childminder encourages children to say please, thank you and pardon. A clear set of house rules are in place, which are consistently reinforced. For example, children are encouraged to sit down when participating in activities at the table. Children experience good opportunities to gain an awareness of differences. They celebrate a range of cultural festivals, such as Chinese New Year and enjoy playing with a suitable range of resources that depict positive images of diversity.

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