

Inspection report for early years provision

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Inspection date	10/12/2009
Inspector	Hazel Farrant
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 registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two pre-school aged children in a non estate location close to Aldershot town centre in Hampshire. The whole ground floor of the childminder's house is used for childminding, with the upstairs used for the bathroom only. There is a small fully enclosed garden for outside play and access to several local play parks.

The childminder is registered to care for three children under eight years, of whom no more than two may be in the early years age group. The childminder is currently caring for two children in the early years age group. The childminder is able to take and collect children from local schools and pre-schools. The childminder attends local toddler groups, library and parks. They have three cats as family pets. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has established good relationships with the children in her care. She knows them well and meets their individual needs, promoting their welfare and learning. The environment is welcoming, well resourced and inclusive. This enables all children to make good progress in all aspects of their learning and development. The childminder has a commitment to continued professional development and is using the self-evaluation process to reflect on the quality of the service she provides and this contributes to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- ensure the fire blanket is fitted in accordance with the manufacturers instructions
- continue to develop observation and assessment records to ensure all children reach their full potential.

The effectiveness of leadership and management of the early years provision

Good procedures are in place to ensure children are safeguarded because the childminder is aware of possible signs and symptoms of abuse. She is fully aware of procedures to follow if concerns arise and ensures she keeps a record of all

visitors to her premises to further safeguard children. Risk assessments are carried out to ensure children's safety as they play and potential hazards are immediately addressed. Although the childminder has suitable procedures in place to keep children safe on outings, risk assessments for individual outings are not currently recorded. Good emphasis is placed on helping children understand the importance of keeping themselves safe. For example, road safety is practised every day as the children walk to local parks and play areas. Children are also gaining an awareness of what to do in the event of a fire as they participate in regular practises of the emergency evacuation procedures. The childminder has a comprehensive range of policies and procedures in place which help to promote children's health and well-being. Furthermore, all necessary records and documentation are maintained in good order to support positive outcomes for the children.

The childminder recognises the importance of working with parents to meet children's needs effectively. Parents receive detailed information regarding the childminding service, such as policies and procedures, and the activities provided. In addition to this, parents are kept informed of their child's day through regular updates verbally and by effective use of a daily diary. Systems are in place for seeking relevant information from parents. For example, valuable information such as children's starting off points are discussed and recorded on an 'all about me' form. Children's individual routines, likes and dislikes are also discussed which enables the childminder to care for children in accordance to parents' wishes. The childminder has a system in place to observe children and identify their next steps. She clearly links these to the six areas of learning and shares children's individual files with parents who have the opportunity of adding their own comments. The childminder currently does not have a formal system in place to assess and monitor children's progress to ensure they reach their full potential. The childminder has not yet had any cause to establish partnerships with other agencies or providers but has a good awareness of how and why she would do this.

The childminder demonstrates a commitment to further enhance her childminding practice. She strives to enhance her knowledge through regular training and has completed two units towards a Diploma in Home-based Childcare, and is booked onto the next unit which starts in the New Year. This has a positive impact on the overall quality of the provision. The childminder has made a good start in reflecting on her own practice through using self-evaluation to enable her to improve the outcomes for children. Testimonials received are very positive and complimentary of the service she provides for the children in her care. Comments include, 'the childminder is very attentive towards my child and I feel her welfare is being looked after extremely well'.

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

Children are beginning to understand the importance of a healthy lifestyle as they are provided with nutritious snacks and home made meals. They have developed very positive relationships with the childminder who spends time interacting and playing with them. Consequently, children are relaxed, happy and assured in the

childminder's care and home. Young children have opportunities to develop independence as they eat finger foods and practise using a spoon to feed themselves with at meal times. Children benefit from the effective procedures in place for hand washing and nappy changing which ensure cross contamination is minimised. The childminder is qualified to administer first aid, which positively enhances children's health and well-being.

Children display good levels of concentration and are eager to learn. As a result, they are developing skills for future. For example, they practise their mark making skills as they draw with aqua pens. At other times they develop problem solving techniques as they complete jigsaws and use building blocks to create simple structures. Their mathematical awareness is promoted as they post plastic coins into the 'piggy bank' shape sorter, which is currently a favourite with children. Children communicate their needs and feelings with confidence through sounds, gurgles, chuckles and words. The childminder is attentive to their individual needs. Children really enjoy singing and shaking musical instruments as they sing along with nursery rhymes. They giggle at the noises they make using the toy telephones and watch in wonder at the flashing lights.

The environment is interesting and resources are accessible, enabling children to make independent choices. Their enjoyment is enhanced as the childminder makes additional resources. For example, babies and young children enjoy exploring the textured items in the treasure basket. Children refine their physical skills through playing in the garden and going on walks to local play areas and parks. They also have the opportunity to interact with their peers through various organised groups at the nearby Sure Start centre.

Their knowledge of diversity is increased as they participate in discussions and access relevant resources. For example, books, posters and play figures provide positive images and are used to initiate discussions about culture, ability and gender. As a result, children are gaining a good awareness of others. Behaviour is managed well, children receive lots of support to help them share resources and they are encouraged to be kind to each other. They are praised appropriately, which fosters their self-esteem and confidence. Children learn about appropriate behaviour as the childminder offers them clear explanations. Minor disputes are dealt with in a sensitive manner which is appropriate to their age and stage of development.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	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