

Inspection report for early years provision

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Inspector	Carole Argles
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 2009. She lives with her husband and two children aged five and eight years in Tidworth, Wiltshire. All areas of the house may be used for childminding and there is a fully enclosed garden for outdoor play. The family have a dog and a 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 two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for one child.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are settled and confident with the childminder who provides a safe and welcoming environment for them. They take part in a good variety of activities and these support most areas of their progress very effectively. The childminder works closely with parents to ensure that she understands and can meet each child's unique requirements. She reflects on the quality of her provision and shows a good commitment to continuous improvement. She has correctly identified areas of her practice for further development and is taking action to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the use of information gained through observing and monitoring the children's progress to identify next steps in their development
- review and extend the range of toys and resources and provide further opportunities for children to explore and investigate a wide variety of materials

The effectiveness of leadership and management of the early years provision

Children benefit from the childminder's good organisational skills. All records, policies and procedures necessary to secure their safety and welfare are in place and implemented effectively. The childminder fully understands her role in safeguarding children. All household members have been vetted and people who have not been checked are never alone with the children. The childminder knows how to recognise the signs of abuse and neglect and knows what to do should concerns arise. She carries out thorough risk assessments and checks her home

daily. She supervises children well at all times and monitors sleeping babies frequently; this reduces risks to their safety. The childminder makes good use of space so children can take part in a variety of activities. She has a suitable range of good quality toys and equipment. These are stored so children can make choice about what they do and support most areas of their learning effectively.

Parents receive comprehensive information about the childminder's service. She has written agreements in place so she can meet their wishes. There is continuity in children's care and development because there is a good two-way exchange of information between them. The childminder follows children's usual home routines and consequently they feel safe and secure. She keeps parents well informed about their child's achievements and they work effectively together to support development. For instance, they adopt the same approach to issues such as behaviour management or toilet training so children know what is expected of them. At present no other agencies are involved in the children's care but the childminder recognises the value of good partnerships to support their welfare and progress.

The childminder is establishing effective systems to monitor and evaluate her provision and the children's learning. She has obtained feedback from parents through questionnaires and advice from her childminding development officer. The childminder knows how she intends to implement further improvements. She undertakes training to increase her knowledge of childcare issues and applied for grant funding to extend the range of toys and resources available.

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

The children quickly develop warm and trusting relationships with the childminder and they are relaxed and confident in her care. They behave well and play harmoniously together. They are helpful and show consideration for others. The childminder gently reminds them to say please and thank you, so they gain good social skills and learn to be respectful of others. Through books, stories and other activities children begin to find out about their own culture and traditions as well as those of people in the wider community. They celebrate festivals that are familiar to them such as Christmas and Halloween. The children are encouraged to be independent and are given time to complete tasks unaided. They show pride in their achievements, for example, when they manage to do up a buckle without help. The childminder praises them and acknowledges what they have done and they show good self-esteem.

The children are encouraged to adopt healthy and active lifestyles through taking part in many enjoyable activities. They go for walks to nearby woods and regularly play outside in parks or the childminder's garden. Occasionally, she takes some children swimming. She helps the youngest children to become increasingly mobile, encouraging them to walk round furniture and push trolleys. The premises and equipment are clean and hygienic and there are effective measures in place to minimise cross infection. Children follow good hygiene routines and learn how to wash their hands correctly. They are encouraged to eat a healthy diet and offered

plenty of fruit. They take part in cooking activities, making soup and other nutritious foods. They practise the fire drill so they know what to do in an emergency and talk about road safety and other issues, so they are beginning to learn how to keep themselves and others safe.

The childminder provides a balanced programme of activities and outings for the children. She observes them as they play and is developing a good understanding of their interests and what they can do. She records their progress and is beginning to use this information when planning the next steps in their development. This will ensure that the activities are tailored to children's individual needs. The children gain many skills that will help them in their future lives. They solve simple problems as they complete puzzles, use shape sorters and construction toys. The older children investigate many materials including sand, water, playdough and paint but the youngest have fewer opportunities to explore a wide range of resources. Good levels of interaction and conversation with the childminder help them develop good communication and language skills. They are beginning to use their imaginations well in pretend play and they enjoy books and stories. Overall, the children are making good progress. They are keen to take part in activities and their laughter shows that they enjoy their time with the childminder and have fun.

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	3
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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met