

Inspection report for early years provision

Unique reference number	EY401579
Inspection date	13/05/2010
Inspector	Catherine Hill
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 2009 and lives with her husband and their two children, aged nine months and six years, in Fleet, Hampshire. Minded children have access to the ground floor of the home. There is a fully enclosed garden for outdoor play. The family has a cat. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for one child in this age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from pre-schools and schools in the local area and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder treats all children with equal concern and provides an inclusive environment for their care and learning. Children are at ease in her care and actively occupy themselves with play, sensitively supported by the childminder. The childminder works in partnership with parents to meet children's individual needs and all required documentation is in place to support her practice. She has made a positive start to her childminding career, which is still in its infancy and is keen to further develop her practice and access training to further develop her own knowledge and skills.

What steps need to be taken to improve provision further?

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

- consider ways of developing partnerships with other providers involved in children's care to ensure practice is consistent
- improve safety by ensuring low level sockets are made safe
- review the organisation of play resources so they are easily accessible and inviting to children
- develop a self-evaluation system, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice.

The effectiveness of leadership and management of the early years provision

The childminder is calm and caring and plays with children at their level. She maintains risk assessment records for her home and outings children are taken on and has minimised most hazards within the home. The premises are kept secure and a safety gate is in place prohibiting access to the stairs. Low level, sockets, however, have not all been made safe. Children play safely as the childminder

closely supervises them and quickly intervenes when, for example, children playing in the garden go to put potting compost in their mouth. Children's welfare is safeguarded as the childminder understands her responsibilities with regard to child protection. She records visitors to her home and keeps a record of any existing injuries children may arrive with.

Children move freely around the minding areas and all children are included in play, as appropriate to their age and stage of development. Some toys are set out for them in the home and garden but they are not all clearly visible or inviting. The childminder has established positive relationships with parents and shares daily written and verbal feedback about their child's minded day. Although she has not yet done so, the childminder understands the importance of establishing partnerships with other providers involved in children's care to ensure children's individual needs are well known, with consistent practice applied in meeting them. There is no formal self-evaluation system in place, but the childminder is committed to further developing her practice to provide improved outcomes for children in her care. Since starting her childminding, she has increased her resources to support children's observed areas of interest.

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

Children settle quickly on arrival and independently start to play with the toys accessible to them. They develop in self-esteem as the childminder praises positive behaviour. She sets firm but fair boundaries with regard to behaviour and children understand what is expected of them. They listen carefully when she talks to them and they develop in independence as she encourages them; for example, to take their coat and shoes off indoors. The childminder works in consultation with parents to meet children's dietary needs. She sits with children whilst they have some toast and a drink of milk, ensuring that children follow routine hand washing procedures before eating. Children enjoy outside play in the fresh air where they show good hand-eye coordination as they carefully scoop up potting compost on a spade before depositing it in a flower pot. They learn about the natural world as they gently touch and with the childminder's encouragement, smell flowers and as they help water them. They learn about safety through discussion with the childminder who uses opportunities as they arise to discuss safety issues. Children show some consideration for younger children as they offer them toys to play with.

The childminder has started to maintain an observation record of children's abilities and has recorded areas for children's further development, with activities planned to link to children's interests. Children play contentedly and absorb themselves in imaginary play with small scale construction. They confidently join train wagons together and then move them along the floor as if on an imaginary journey. They develop an awareness and understanding of number as the childminder counts two poppers on their clothes and points out the number two fridge magnet. The childminder talks to children to help develop their language skills and vocabulary. She takes children out to places, such as the park and toddler groups, where they have opportunities to develop their social skills and awareness of the wider community in which they live.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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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