

Inspection report for early years provision

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Inspection date	13/12/2010
Inspector	Carol Willett
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 2010. She lives with her husband and two young children, one of who is primary school-age. They live in house in Basingstoke, Hampshire. The whole of the property is registered. Children play on the ground floor where there is access to toilet facilities and an enclosed garden for outside play. They only go upstairs for sleeping. The family have fish in a tank.

The childminder is registered to care for four children under eight years at any one time, two of these may be on the Early Years register. The childminder is also registered on the Childcare register and Voluntary Childcare register. There are currently four children on roll, of these three are in the early years age group. 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.

Children play happy and settle quickly into the comfortable, child-friendly family environment of the childminder's home. The childminder has very effective organisational skills and enables children to have good opportunities to develop in all learning areas through access to a variety of play. She positively promotes inclusive practice and children have equal opportunity to access suitable age-appropriate resources and activities. Children's care needs are met well as partnerships with parents are strong. The childminder's capacity for continuous improvement is good; she has an enthusiastic professional manner and has completed a thorough evaluation of her setting, identifying areas for future development.

What steps need to be taken to improve provision further?

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

- enhance resources to reflect diversity including those to provide positive images of disability
- improve risk assessment procedures; secure wires to the lamp on the stairs and secure the shelving unit in the ground floor cloakroom.

The effectiveness of leadership and management of the early years provision

Children stay safe as the childminder is well organised and has a good understanding of her role and responsibilities to safeguard children. She has a secure understanding of safeguarding procedures and has a clear written policy that is shared with parents. The childminder completes effective daily checks so

children play safely. She has a record of risk assessments for her home and all outings where most hazards have been identified and minimised. However, the wire to the lamp on the stairs and the shelving unit in the downstairs cloakroom is not securely fixed. The childminder closely supervises the children at all times and visitors to the home are recorded. Children show they feel safe and secure in the childminder's care as they readily turn to her for comfort and support.

The childminder promotes inclusive practice; all children are included in play and supported well in planned activities. Children happily explore the wide variety of resources as the childminder carefully supervises them. She organises her home and resources well so children can be independent and select toys they wish to play with. The childminder is friendly, kind and caring and develops very positive relationships with both children and parent. Parents are very positive in their praise and comments include 'happy with the love and care provided' 'reassured with standards that have exceeded my expectations'. The childminder works well with parents and other settings to ensure consistent practice and meet children's individual needs. She has obtained all required written consents from parents to ensure she is aware of their wishes. She has a comprehensive range of documentation and written information about her practice which is shared with parents so they are well informed about the service she provides. The childminder is enthusiastic and provides a professional childminding service. She has only been minding a short while but has completed a comprehensive evaluation of her practice, clearly identifying her priorities for improvement, including completing the diploma in home-based daycare.

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

Children are happy and secure in the childminder's home as she is friendly affectionate and caring. The childminder chatters constantly to the children as they play effectively developing their language and communication skills. She is skilled as managing the different ages of children so they are all included. The childminder offers appropriate support and guidance so they are successful. She is well-organised and ensures she has all the necessary items such as aprons and wipes to hand for planned creative activities. For example, she has sufficient items so all the children have their own resources; each child has a small palette of glitter paints they have individually chosen and suitable size brush as they decorate fir cones for Christmas decorations. The children enjoy the activity and eagerly sit and wait till all is prepared and they are absorbed in their creations and proudly show off their finished work. Children have fun developing their imaginative skills as they play with a variety of toys including trains and cars. They love to dress up in Snow White dresses and Spiderman costumes. They develop role play scenarios as they include the dolls. The childminder uses effective teaching skills and questioning techniques to interest and extend the children's learning as they compare the size of the fir cones and relate them to stories they know. They talk about the daddy one, the mummy one and the baby one. Children make good progress in their development as the childminder plans and provide a variety of interesting and fun play opportunities. These allow them to develop their skills in

all areas including those they need for future learning. For example, the childminder has a wide range of jigsaws that enable children to make good progress developing their problem solving skills. She knows them well through her observations and discussions with parents. Daily discussion and the children's learning journal keep them well informed about their children. Though the childminder is newly registered she has a secure understanding of the Early Years Foundation stage requirements and how children learn. She makes recorded observations of children in the interestingly presented learning journey books that contain written observations and annotated photographs of the children. The childminder is using a local authority summative assessment record to track children's progress and plan for the children's next steps in learning. She observes the children and talks to parents to ensure she has a good awareness of children's abilities and interests to inform her planning right from the start.

Children behave well as they are sensitively supported and well occupied. The childminder makes children and parents aware of the house rules, such as taking of shoes when they come in and being kind to their friends. They mostly play happily together and are learning to share resources. The childminder acts as a positive role model as she treats children with kindness and respect so they develop an awareness of caring for others. Children's emotional well-being is effectively promoted as the childminder has a friendly manner and reinforces children's sense of belonging. They receive lots of smiles, praise and encouragement with appropriate cuddles to ensure they are settled and happy. The childminder welcomes all children into her home where they learn about their own cultures and special days such as Christmas and Divali, through planned craft activities. The childminder provides some resources to promote positive images of differences but she has limited resources to promote awareness of disability.

The childminder has good hygiene routines and children play in a well-maintained clean comfortable family home which is well organised so they can play and explore in comfort and safety. Children learn about safety through daily routines and discussions with the childminder. For example, she carefully explains that someone may trip over the dressing up clothes so they need to pack some away. The childminder ensures children learn the importance of staying safe. She discusses road safety with them when out on walks. Fire drills are practised on a regular basis so children are aware and become confident in the event of an emergency. Children's health is promoted by consistent daily routines. They are starting to understand the importance of good hygiene and personal care as they wash their hands before meals and after using the toilet, using separate towels to minimise the risk of cross infection. The childminder provides well balanced, nutritious meals and children are involved as they help choose the fruit they like at the supermarket. Children freely access their drink during play when thirsty. Effective documentation and discussion enables the childminder to know about children's dietary and health needs. Children develop an understanding of healthy lifestyles. They enjoy regular fresh air and exercise as they go for walks, visit parks and soft play centres and enjoy playing in the garden.

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	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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