

Inspection report for early years provision

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Inspection date	17/11/2010
Inspector	Nicola 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.

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Description of the childminding

The childminder has been registered since 2010. She lives with her husband and their three children of school age in a detached house in Fleet, Hampshire. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor and provision for children to sleep available on the first floor. There is a fully enclosed garden available for outside play.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's home provides children with a warm, caring and stimulating environment. Children settle quickly, developing confidence and high self-esteem. The childminder knows the children well and uses this knowledge to ensure that she provides appropriate opportunities for children to make steady progress towards the early learning goals. Methods for observing, recording and planning for children's development are progressing well. The childminder has established good partnerships with parents to ensure continuity of care, although relationships with other providers, who provide early education for the children, are not fully developed. The childminder has a positive attitude and has systems in place for reviewing her practice, highlighting areas for development and adapting her skills to continually improve the setting for the benefit of the children.

What steps need to be taken to improve provision further?

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

- ensure children's next steps for learning following an observation are consistently recorded and make it clear how this information is being used to plan activities to meet their learning and development needs
- improve the partnerships with other settings providing the Early Years Foundation Stage (EYFS) for minded children, so that relevant information is shared to support continuity in learning
- further improve the planning of activities in order to help children begin to know about their own and other people's cultures and celebrate the similarities and differences between them in a diverse society

- ensure all written records of medicines administered to children are kept on the premises at all times.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded through the appropriate systems and procedures in place. The childminder has a written safeguarding policy and is clear about the action she would take if she had any concerns regarding the children in her care. All household members are known to Ofsted to enable appropriate checks to be undertaken. The childminder uses clear, practical procedures, such as daily safety checks and comprehensive risk assessments, for monitoring the premises and any outings the children go on. Very good security precautions also contribute to child safety, as the front door remains locked at all times and visitors are requested to sign in. All regulatory documentation is up-to-date, generally well-maintained and effectively underpins practice, although the childminder has not always ensured that written records of medicines administered to children are kept on the childminding premises.

The childminder shows a real commitment to improve the outcomes for children through the extensive amount of training she has completed since registration. For example, she has attended a food safety course, Makaton training and training on the use of schematic analysis of children's play. She is also currently working towards a National Vocational Qualification (NVQ) at Level 3 in Children's Care, Learning and Development. This has clearly had a positive impact on the overall quality of the early years provision and the outcomes for children. The childminder is taking good steps to evaluate and monitor her provision and has started to implement a formal self-assessment system. Evaluations have been effective in identifying strengths and areas for improvement, and the improvements already made, have had a positive impact on the outcomes for children. For example, the childminder has purchased additional toys and resources to suit individual children's interests, such as a football goal for the garden, a toy kitchen and more craft resources.

The childminder organises her home and time well, ensuring that children's needs are met and enabling them to engage in a wide range of activities that stimulates their development in all areas of learning. Flexible routines offer time to play in the home, visit local parks and attend other community activities, broadening children's experiences and helping them to develop social skills as they mix with others of a similar age. Resources within the home are interesting and appropriate for the children's age and developmental stage. Toys and activities are readily accessible, which encourages children to be independent with their learning and make choices about what they play with. The childminder promotes equality as she values children's diverse needs, ensures all are actively included in activities and provides a range of toys that positively reflect diversity. However, the childminder has not yet fully considered how to help children gain an understanding of the cultures and beliefs of others.

Parents are given clear information about the childminder's policies and

procedures, enabling them to make informed choices regarding the care of their children. They share relevant information about their children's needs, likes and routines. This ensures continuity of care and enables the childminder to create a homely environment for the children in which they settle quickly. The childminder maintains good systems of communication by using daily diaries, and a digital photo frame on display in the hall shows images of the children at play, which enables parents to see what their children have been doing during their time with the childminder. Good procedures are in place to ensure information is shared about the developmental progress of the children. Parents have regular access to their children's records and next steps for learning are recorded in the daily diaries for parents to read, enabling them to support their children at home. Although some children being cared for by the childminder attend other settings delivering the Early Years Foundation Stage, the childminder has yet to develop a system for liaising with other providers to ensure continuity of care and learning for individual children.

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

Children are making good progress in their learning and development. The childminder plays with the children at their level and subtly introduces learning through play activities which she plans on a weekly basis. The childminder monitors the children's progress well through observing and assessing the children. She effectively tracks children's progression towards the early learning goals through the use of developmental checklists. Development files for children include photographs of them engaging in activities and observations that clearly show the skills they are developing while with the childminder. The childminder is able to describe children's future learning goals and how she intends to help children meet these. However, she does not consistently record children's next steps for learning following an observation or clearly link it into the planning of future activities.

It is evident from the positive interaction with the children that the childminder thoroughly enjoys caring for them. The childminder knows the children well and spends a lot of time sitting on the floor playing with them, showing interest in what they are doing. Therefore she is able to know when to introduce new activities or leave the children to explore on their own. Children develop their communication and language skills, as the childminder listens carefully to them and chats with them throughout the day. She points out and names objects that may interest children, repeats new words that they say and they repeat simple sentences that she says. For example, when one child picks up a cup and says 'cup', the childminder tells the child that it is a purple cup and the child repeats 'purple cup'. Children enjoy sitting with the childminder to listen to stories and are developing good imagination as they play with the toy kitchen and pretend to go shopping, wheeling the shopping trolley around the room. Older children help the childminder to take photos for the digital photo frame, whilst younger children enjoy singing songs. They are busy, motivated and absorbed in their play.

Children are learning to keep themselves safe as they regularly practise the

emergency evacuation procedures, and high priority is given to keeping children safe on outings. Children's good health is exceptionally well promoted and they learn about healthy living from an early age. The childminder implements very good procedures to ensure the premises and resources stay clean and well maintained. She consistently encourages children to wash their hands at appropriate times and provides children with food that is highly nutritious and freshly prepared. Children have daily opportunities to be active and spend time in the fresh air. For example, they play outside in the garden, go on local walks and visit the park. Children are given lots of praise, which encourages positive behaviour, increasing their self-esteem and giving them confidence to learn new skills. The childminder is patient and calm with the children and models the positive behaviour she desires, recognising that children learn from the adults they are with. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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	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	1
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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