

Inspection report for early years provision

Unique reference number	EY417713
Inspection date	16/06/2011
Inspector	Cathy 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 2010. She lives with her two children, aged 11 and three years, in Farnborough, Hampshire. The home is close to schools, shops and parks. The ground floor of the home is used for childminding activities with a first floor bedroom used for play and sleep, as appropriate. There are toilet facilities on both floors of the home. There is an enclosed garden for outdoor play. The family keep fish. The childminder is registered to care for a maximum of four children under eight years at any one time, of which, no more than two may be in the early years age group. The childminder is currently caring for one child in this age group on a part-time basis during the week. The childminder also provides care for children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for one child under eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, welcoming, family environment for children's care, learning and play. Children relax and have fun at the childminder's where they have generally good opportunities to develop their knowledge and skills through play. The childminder has a good range of mostly well detailed documentation to support her practice. Her policies and procedures promote inclusive practice and positive partnerships are in place with parents. The childminder's capacity for continuous improvement is good and since registration she has been proactive in attending training to further 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:

- improve opportunities for children to develop an understanding of print carrying meaning, for example, by displaying key word labels on resources
- develop self-evaluation systems, for example, by using Ofsted's self-evaluation form as the basis for an ongoing review of practice
- improve detail in documentation by including Ofsted's contact address within the complaints procedure and by dating observational evidence in children's learning records.

The effectiveness of leadership and management of the early years provision

Children enjoy themselves and have very good relationships with the childminder, who devotes her time to ensuring they are happy and well occupied. The childminder treats all children with equal concern and ensures they have equal opportunities to learn through play. She provides them with access to a range of resources and activities which promote skill development in all areas. Resources are set out in low level storage units and children show interest in the variety available. Children's welfare is safeguarded as the childminder understands her role and responsibilities with regard to child protection. She has a written policy to support her practice and maintains a record of visitors to her home. She has risk assessed her home and outings children are taken on and sensitively supervises play to ensure children keep safe. For example, she gently reminds children not to stand on toys in case they fall or the toys get broken.

The childminder has established good relationships with parents and shares all her policies and procedures with them. These contain generally good detail although, Ofsted's contact address is not included within the complaints procedure. She shares information with parents daily about their child, both verbally and via a daily diary. Children benefit from this good communication between their main carers as it means their individual needs are well known and can be catered for. The childminder displays information about her practice for parents in her hallway, for example, she displays safeguarding information for parents to read. Parents are happy with the care provided and the activities the childminder does with their children. The childminder has a positive attitude towards working in partnership with others involved in children's care and education should the need arise. The childminder has no formal self-evaluation system but has informally reflected on her practice and has written a well thought through evaluation of her practice. She has a clear plan of areas for development to improve outcomes for children attending. She is keen to further her own knowledge and skills and since registration she has been proactive in accessing training regarding food safety and health and safety.

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

Children have fun playing together and absorb themselves in imaginary play with a small world garage and cars and with a train track and trains. The childminder allows children time to play independently and to develop their skills for negotiation and collaboration. They play amicably together and take turns to let their cars down the ramp of the garage. The childminder has high expectations with regard to behaviour and manners and is firm but fair with all children. She uses her tone of voice to indicate inappropriate behaviour and calmly explains to children why they must share some toys. Children confidently approach the childminder to settle any disputes over toys showing that trusting relationships have been established. Children play safely as they are well supervised. They have

had an opportunity to develop an understanding of safety in the home as they have taken part in a practise of the childminder's emergency evacuation drill. Children develop an understanding of a healthy lifestyle through the provision, by the childminder, of healthy snacks and meals and opportunities for exercise and fresh air. Children sit sociably together as they eagerly eat a snack of strawberries and grapes. They freely access their bottle of drink when thirsty. They enjoy a game of 'rough and tumble' with some cushions, which the childminder allows them to move into a pile before they launch themselves on top of them.

The childminder has started development records for children in which she includes written and photographic evidence of children's achievements, although these are currently undated. Children's development in all areas is noted and some next steps in development recorded. Children have good opportunities to develop their future skills through play and activities within and outside the home. Children's interest in literature is fostered by the childminder, who sits and reads books of their choice. She asks children questions about the pictures to stimulate their thinking and encourages children to join in with repetitive text. Children enjoy the cosiness of story time so much they excitedly ask the childminder to read the same book 'again, again, again'. They are developing an understanding of print carrying meaning through sharing books, although resources have no word labels on to further enhance children's awareness of print. Children increase their language and vocabulary skills as the childminder names toys they play with. They are confident with some colours and correctly identify the different colours in a book about vehicles, such as a yellow mixer and blue tipper truck. The childminder helps children develop their knowledge of the wider world through outings to places, such as childminding groups and a local play gym.

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	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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