

Inspection report for early years provision

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Inspection date	05/10/2011
Inspector	Alison Large
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 2011. She lives with her husband and young son in the Chandlers Ford area of Hampshire. The whole of the home is registered for childminding, and there is an enclosed garden for outdoor play. The childminder is able to walk and drive to local schools and pre-schools. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years old at any one time; of these, two may be in the early years age group. When working with an assistant, she may care for no more than five children under eight years; of these, not more than three may be in the early years age group. She is currently caring for four children in the early years age group on a part-time basis. The family has a pet cat. 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 are welcomed into a warm and friendly environment, where they are happy and settled. The childminder has a secure understanding of inclusive practice. This ensures that all children are valued and have their individual needs met. Children are making good progress in all areas, owing to the high quality of care and education provided by the childminder. The childminder has started to put systems in place to evaluate her provision. She uses reflective practice to identify her strengths and any areas for development, which helps ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- take effective steps to establish each child's starting point when they first join the setting.

The effectiveness of leadership and management of the early years provision

The childminder has organised her record keeping to ensure that all children's welfare needs are met. She provides children with a welcoming environment where

they feel safe and secure and their emotional well-being is promoted. The childminder supervises children at all times and has good systems in place to ensure children are well safeguarded. She has a good knowledge of child protection and is aware of her role and responsibilities. She ensures children's safety is fully promoted, both in the home and when out in the local area.

Equality and diversity are promoted well. All children are valued as individuals. The childminder is very caring and works closely with the children and their families. A comprehensive range of policies, procedures and efficient maintenance of records, ensure that every child's needs are well met. The childminder carries out thorough risk assessments in the home and for outings. The childminder has started to develop a system for self-evaluation to enable her to identify her strengths and any areas to develop. For example, she has identified some training she wishes to attend and is preparing to complete the online self-assessment form.

Children develop independence as they select their activities from an exciting range of resources, both inside and outside. Daily routines ensure that the children have plenty of opportunities to play and learn, both indoors and outdoors. The childminder has an excellent relationship with the parents. She shares her policies and procedures with them, and keeps them informed about their child's day through daily diaries. She keeps assessment records for each child in the early years age group, which include examples of work and photographs of activities they have taken part in. However, she does not have a system in place to find out from parents the child's interests and capabilities, when the child first starts in her care. The childminder is aware that she needs to share information with other early years settings that minded children also attend, to enable them to be fully supported in their welfare and learning. She is keen to keep the development of her childminding ongoing, through the good range of resources provided and her commitment to attending additional training, to further her knowledge. This benefits the children she cares for as she provides good childcare which is well organised and runs efficiently.

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

Children thoroughly enjoy their time at the childminder's and make good progress in their learning and development. The childminder demonstrates a secure understanding of how children learn, by providing a well-organised and stimulating setting. The children are able to move around freely and independently in the accessible environment. Some activities are planned and adult-led, such as painting or sticking. At other times, children initiate their own play and learning as they freely choose from the resources. The childminder makes good use of the outdoors. Children play in the garden, where they have access to a wide variety of resources, including wheeled toys, a slide or sand. They go for walks in the adjoining woods or to local parks and play areas, where they are able to run around in the fresh air.

The childminder makes observations and assessments of each child's progress,

creating Learning Journey documents to record their achievements. She has identified this as something she wishes to develop further. The childminder has a good knowledge of the Early Years Foundation Stage. The activities and experiences planned for children are rich, varied and meet their individual needs. The childminder uses questions and discussions with the children to challenge their thinking. She plans experiences that help children towards the next steps in their learning.

Children play and learn in an extremely safe and secure environment. Children learn good manners and to respect others as they are reminded to say 'please' and 'thank you' and to share toys. The childminder treats the children with respect and uses lots of praise and encouragement to promote their self-esteem.

Children's health and well-being is promoted because they learn to wash their hands before eating and after using the toilet. The childminder promotes healthy eating and provides a range of healthy and nutritious meals and snacks. Children have many opportunities to make marks with different materials, developing the skills and muscles needed for writing. Children enjoy role play, playing with the play food and tea set, and 'making tea' for each other. The childminder is dedicated to providing high quality care and education for all children. Those who require additional support are well catered for, and their progress is monitored effectively. Parents are kept well informed about their children. The childminder shares her assessment records with them to ensure they are involved in their child's learning.

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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