

Inspection report for early years provision

Unique reference number	EY426921
Inspection date	09/11/2011
Inspector	Mary Daniel
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 June 2011. She lives with her son aged 22 months in a house situated in Gillingham, Dorset. Children have use of a dining room, living room, kitchen, utility area and toilet facilities downstairs and two bedrooms, a landing area and bathroom upstairs. The second floor attic rooms are not used for childminding purposes. There is an enclosed garden at the back of the house.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children aged under eight years, and there is one child in the early years age group on roll. Overnight care for two children is included within the registration.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe, happy and settled with the friendly childminder. They enjoy a wide range of exciting play activities, which help them make good progress in their learning and development. They access a wide range of resources that support their learning, although activities to promote equality and diversity awareness are still being developed. Highly effective partnerships with parents and ongoing liaison promote continuity in children's care. The childminder is self-reflective of her practice, particularly in supporting children's learning and development. This helps to promote her aims for continual improvement. However, evaluation systems are not yet sufficiently established to support the effective monitoring of all aspects of the provision.

What steps need to be taken to improve provision further?

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

- develop the systems of self-evaluation to support the effective monitoring of all aspects of the provision offered
- promote equality of opportunity further by increasing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion.

The effectiveness of leadership and management of the early years provision

Children's welfare is supported very well and suitable procedures are in place to follow should a safeguarding concern arise. Risk assessments are rigorously

completed and help to minimize hazards. For instance, stair gates are fitted to prevent children's unsupervised access to the kitchen and stairs. Children are supervised well and their attendance is recorded. The childminder ensures children's health needs are fully supported, such as by agreeing with parents children's medical needs and diets.

Children play in a comfortable home where a good range of toys and resources are effectively used to encourage their involvement in play. Children learn about other cultures as they play with some toys, but activities to further promote their awareness of equality and diversity are not yet fully developed to extend this further. The childminder is aware of the importance of building partnerships with other providers involved in children's care. However, there are currently no minded children on roll who attend another setting. Children benefit from the highly positive relationships formed by the childminder and their parents. Daily diary sheets are used to keep parents very well informed of their child's activities. Parents are encouraged to share information on their children's achievements to provide a consistent approach to their learning needs. This supports parental involvement very well.

The childminder has only been minding for a short while and is starting to evaluate the effectiveness of her provision. For example, positive evaluation of children's play helps her adapt activities to effectively support their developmental needs. Regular liaison with the early years' advisors also helps the childminder in developing her aims for ongoing improvements. For instance, in reviewing policies and procedures. However, evaluation systems are not yet fully embedded to support her in improving children's experiences in all areas of practice.

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

Children enjoy their play and are keen to participate in activities. For example, young children become absorbed in playing with the train set and make 'Choo, choo' noises as they do so. This activity effectively supports their early understanding of simple technology. For instance, as they turn on the battery-operated trains and set them on the train track. They start matching colours as they fit all the red carriages together, which helps them begin to sort and group objects. Children's understanding of colour is encouraged further through activities planned to their colour of the week. For example, they do yellow hand-prints to make a sun shape and talk about the stars they see at night. For their 'red' week they make strawberry smoothies and see the red fire engine in a book. They help to count the six red apples and two red strawberries they see in a picture book. As a result, children start to recognize different colours, learn about their world and develop their number awareness in play. Children play with a bus puzzle, which has pictures of people around the world, and they talk about how others live. This helps them begin to value similarities and differences between people.

Children have fun cutting, squeezing and moulding the play dough into different shapes. They begin to use different tools to make marks in the dough. This activity

supports them very well in developing their small muscles needed for their later writing skills. Children like to count with the childminder as she chops up pieces of banana for their snack. They hear her saying 'One, two.' and they call out 'three' in delight knowing this is next in sequence. Children smile as they press the buttons on an interactive animal book and hear the noises of the pigs, ducks or sheep. They like to look at a large picture dictionary and point to pictures of the flamingo, monkey and giraffe. They sing their favourite nursery songs, such as 'the wheels on the bus' and begin to copy the actions. Children begin to recognize different sounds and words and so build up their vocabulary. As a result, these activities effectively encourage children in developing good language and number awareness. Children begin to work together well in their games. For instance, they become absorbed pushing a train down the slide to their friend who catches it and returns it to their friend waiting at the top again. This shows children working cooperatively together in their play. A great range of exciting play experiences are planned for children, which build on their interests and existing abilities. Consequently, children are supported very well in gaining the necessary enthusiasm for learning and developing their future skills.

Children enjoy a great range of nutritious foods such as ravioli and vegetables, chicken supreme, liver and bacon or chicken with sweetcorn and pasta. They have healthy snacks, such as raisins, banana or cheese and crackers. They have fun making strawberry smoothies and like to have yogurts for their puddings. As a result, they develop a good awareness of foods that are healthy and nutritious. Children have great fun playing outside in the garden. They use big and little spades to scoop up stones into their buckets. They line up the colourful skittles and throw balls to knock them down again. Children easily manage to climb up and slide down the small climbing frame. They enjoy kicking footballs into the pop-up goals. This provides them with fun opportunities to exercise and develop their muscles and coordination skills through play. This promotes their good health very well through their play, and gives them good opportunities to manage appropriate risks as they climb and use tools. Children learn how to keep themselves safe through their play. For instance, the childminder sings a song to them about the colours of the traffic lights. This helps them learn about keeping themselves safe as they know to stop when they hear her say the lights are red. They practise the fire drill regularly so they know how to behave safely in an emergency. Children are praised often for their efforts. They benefit from the gentle approach given by the childminder, which helps them feel reassured and settled in her care. Clear explanations are given as to why some behaviour may be dangerous. As a result, children learn about right from wrong and they behave very well.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	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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