

Inspection report for early years provision

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Inspection date	16/07/2012
Inspector	Catherine Greenwood
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered in 2012. She lives with her husband and three children in Fleet in Hampshire. The property is close to local schools, parks, shops and other amenities. Minding mostly takes place on the ground floor of the property. There is a garden available for outside play. The family has pet guinea pigs and kittens. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of which not more than three may in the early years age range. There is currently one child on roll in the early years age range. The provision operates from Monday to Friday, for most of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a good range of activities that are driven by their individual interests. She establishes excellent communication with parents, which means that children's individual needs are well met. The childminder makes effective use of observation and assessment to move children on in their learning and uses self-evaluation to introduce initiatives that generally drive and secure continuous improvement. However, partnership with schools that children attend has not yet been fully developed.

What steps need to be taken to improve provision further?

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

- improve the systems used to seek information that compliments the care and education children receive in other early years settings, including school.
- improve the availability of resources that reflect positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and understands her responsibility to protect the welfare of the child. Children's safety is well maintained. The childminder supervises the children well and completes detailed risk assessments of her home and for every outing. These include information about the suitability of equipment, for the age and needs of the children on roll and the action she

takes to reduce potential hazards, for example, when walking back from school. The childminder engages in regular cycles of planning and review, informed by accurate record keeping, including information on children's learning progress. She completes detailed self-evaluation records and has a good knowledge of the strengths of the provision and areas for improvement. For example, she wants to improve storage facilities so that play equipment is more accessible to children and work towards becoming a network childminder. This process has included assessments of her practice and reviews of documentation, which has enabled the childminder to update and introduce additional policies and increase the information available to parents in children's learning journeys.

The environment is welcoming and good use is made of the childminder's home for different activities. For example, younger children enjoy sitting with older children in the kitchen, as they take part in creative activities. The childminder provides good opportunities for children to eat together, which means that mealtimes are a well organised and social occasion. There is a good range of indoor and outdoor play equipment that provides children with sufficient challenge. The childminder knows each child really well. She provides them with a range of activities and experiences that successfully promote their inclusion and awareness of the needs of others. There are some resources, such as dolls, books and play figures that reflect positive images of diversity. However, these are not always made easily accessible, which limits the opportunities to challenge children's thinking and help them to embrace differences.

The childminder liaises with other early years provisions that children attend, although this does not include sharing learning priorities with the school that children also attend. This restricts the opportunities to compliment the care and education that children receive. Parents are provided with excellent information about their children and the provision, for example, through daily communication, e-mails, learning journals and policies and procedures. This includes a booklet with the childminder's aims to establish positive partnership with parents. The childminder talks to parents at handover times and shares information about activities and children's well-being. Consequently there is a unified approach to meeting children's individual needs. Letters from parents show they are very happy with the provision. For example, they say 'the childminder has been brilliant at providing comprehensive feedback. I find she is very approachable and believe we have a good two way path of communication which supports my children's well-being effectively. I am always impressed with the wide range of activities that are available to my children and the effort the childminder makes, especially as she only looks after them one day a week'.

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

The childminder holds a teacher training qualification, which helps her to plan activities and know how to interact with children and parents effectively. She does not plan too far ahead and maintains a flexible approach so that she can respond to children's individual interests. For example, as a result of hearing them talking

about aeroplanes, the childminder provides related books and activities when they attend after school. Children have good opportunities to choose activities, for example, as they decide to make toys for the childminder's pet kittens. Children's learning journals include comprehensive observations and assessments of their developmental progress. These records show the childminder's good ability to link children's achievements to learning and development guidance and identify the next steps for their learning. They also include details of the childminder's role in supporting children's learning and development during activities.

Children are well behaved and enjoy the involvement of other children in activities. They learn what is expected because the childminder talks to them in a positive and encouraging way. Children are happy, independent and motivated within their play. The childminder encourages them to attempt things for themselves, which can be seen as she patiently provides them with guidance during activities. She ensures that children have time to return to favourite activities and practice new skills. Children connect with the childminder and show good understanding, as she communicates with them during their play and asks questions that extend their learning. Children know the sounds of letters in their name, which they are beginning to write with some letters correctly formed. This learning is promoted as children decide to use carrot peelings to create the letters. Children use chalk to draw and make marks, for example, as they create a goal to use for playing football. The childminder provides reference books, for example, about war planes of the future, which she makes available next to creative activities.

Children's knowledge of shape and number is extended through all activities. For example, the childminder encourages them to use language to describe shape, as she helps them to make paper cones. Children learn about the features of living things, as they handle the childminder's pet kittens and are taught how to treat them with care. They develop an understanding of the wider world as the childminder initiates discussions during activities and mealtimes. Children develop good control of their movements, as they play team games and use outdoor play equipment. They can run, kick a ball, and climb independently on the childminder's climbing apparatus and concentrate very well whilst building constructions, such as a castle, which they show to their parents

Children are inspired to build on their existing creations and develop further skills, as the childminder helps them to use scissors, paper and sticky tape to add to constructions they have made at school. They have a good understanding of their own safety and know to stay where adults can see them and to look and listen before crossing the road. The childminder talks to children about escape routes in her home in the event of a fire and uses a picture of flames to support this knowledge. This helps to promote children's knowledge of how to keep themselves safe in an emergency situation. The childminder is committed to promoting children's good health. She uses a board to display pictures of healthy food, which helps children to identify food that is nutritious and good for them. Children develop their creativity as they make rolls and pizzas for tea time meals, that include at least two freshly cooked or raw vegetables. They take part in team games and competitions in the garden that encourage them to be active. Children are protected from the risk of cross infection, for example, as they are reminded to wash their hands before making bread rolls for tea and after touching the

childminder's animals.

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	1

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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