

Inspection report for early years provision

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Inspection date	16/08/2012
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.

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Description of the childminding

The childminder registered in 2012. She lives with her husband and two children, aged seven years and two years, in a house in the Fleet area of Hampshire. All areas of the property but mainly the ground floor are used for childminding. There is a fully enclosed garden available for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to provide care for four children under eight years at any one time, of these two may be in the early years age group. She is currently minding three children in the early years age group on a part-time basis. The childminder has a relevant childcare qualification and 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 enjoy their time with the childminder as she shares with them the enjoyment of learning different things. She provides children with a welcoming, safe and stimulating environment and ensures they are all equally valued and included. Children are able to access a wide and varied range of resources and interesting activities linked to all areas of learning. She makes good provision for children in the Early Years Foundation Stage. The childminder evaluates her provision well to ensure continuous improvement. Overall, she has a good relationship with parents, and as a result, children are happy and settled during their time at the setting.

What steps need to be taken to improve provision further?

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

- strengthen the system to identify children's learning priorities, so it is clear to see the progress each child makes and involve parents fully involved in the process.

The effectiveness of leadership and management of the early years provision

The children are secure and happy in the childminder's care because she has a professional approach to her childminding. 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. Effective systems are in place and fully understood by the childminder to ensure children remain safeguarded throughout their time at the childminder's. For example, the childminder has a good understanding of child protection and the procedures to follow should she identify a child at risk of harm, and is fully aware of her role and responsibilities. All adults living in the home are suitably vetted and the children are always supervised well by the childminder.

Equality and diversity are promoted well. The childminder demonstrates a good understanding of inclusive practice and encourages children to be involved in all aspects of their play and learning. The childminder welcomes all children into the setting and ensures their health, safety and well-being is a high priority. She is sensitive to the needs of children who have particular learning needs and works closely with parents to support all children in her care. She has a good range of policies and procedures which have been effectively implemented and shared with parents; this ensures the welfare and learning needs of all children are fully supported. Written risk assessments are in place and used to ensure that all areas accessible to the children remain safe and free from hazards. A wide range of toys and resources are provided for the children, some of which they can easily access themselves. The childminder uses space inside and outdoors well, to ensure children can move around freely and take part in a varied range of activities.

The childminder has a very good relationship with the parents. They are kept fully informed of their children's routines and activities by the use of a daily diary, which parents are encouraged to write in as well. The childminder has devised a parent questionnaire which she uses to gather parents' views and enable them to add any suggestions for improvement to her practice. The childminder has started to make regular observations of the children's progress, which are appropriately linked to the different areas of learning. The childminder uses these to plan for the next steps in each child's learning and development. She shares the observations and assessments she makes for each child with the parents, although this is not fully developed yet to regularly involve them in reviewing their child's progress. The childminder is aware if she has children she cares for who attend other settings it is her responsibility to link up and share information about the child's learning with the other providers of the Early Years Foundation Stage.

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

Children feel safe, settled and secure with the childminder due to the kind approach she shows in her care and the interaction provided. Children are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. Observations of children's progress are recorded in their special books and the childminder is developing a good knowledge of each child's learning needs. The assessment records include photographs of the various activities children have taken part in and these have started to be shared with parents. The childminder demonstrates a secure understanding of how children learn by providing a well organised and stimulating environment. The children are able to move around freely and independently.

The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children's vocabulary is promoted well due to the good interaction between the childminder and child. A good range of toys and resources, are provided for the children to access. They use the outdoors in most weathers which means they are able to have regular fresh air and exercise. An early interest in books is fostered, which helps children's language development and levels of concentration. Children have opportunities to develop mark making skills, developing the skills and muscles needed for writing. Children enjoy role play, playing with the dolls, the kitchen and the play food, making a 'picnic' with the childminder. Children happily talk to the childminder as they play and begin to develop an understanding of number, as they count during their play. Children use a computer and investigate programmable toys, gaining an early understanding of technology. All these experiences help children develop good skills for their future learning.

Children begin to understand how to keep themselves safe, for example, by putting toys away when finished. They also begin to understand basic road safety when they are out walking. Healthy meals and snacks are provided in accordance with parents' wishes and the childminder is aware of any special dietary needs the children may have. Children are learning to keep healthy through effective hygiene routines such as washing their hands before eating or after using the toilet. Children learn good manners and to respect others as they are reminded to say 'please' and 'thank you' and to share toys.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met