

Inspection report for early years provision

Unique reference number 111708
Inspection date 21/03/2011
Inspector Lynne Lewington

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1984. She lives with her two adult children in Chineham, Basingstoke. The ground floor of the childminder's home is used for childminding and the bedrooms for rest. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently has five early years children on roll. The childminder can take and collect children from the local school. The childminder attends local parent and toddler groups and children's activities.

She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent relationships with parents help to ensure individual needs are understood and met appropriately by the childminder. The daily routines and warm nurturing care demonstrate the childminders awareness of the uniqueness of each child. Most aspects of the service offered are excellent. The childminder is proactive in seeking training opportunities and developing her knowledge and skills for the benefit of the children in her care. This indicates that the provider will continue to develop and make improvements to the high quality service she offers.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the sharing of relevant information with other settings the children attend

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder clear and confident awareness of the action she would take if she was concerned about a child in her care. Clear informative easy to read policies ensure parents are aware of her role in reporting child protection concerns. Clear information is also displayed regarding child protection helping to increase parents awareness of the issue. Comprehensive risk

assessments are in place for the premises and all the activities the childminder undertakes. Daily checks are undertaken of the premises and risk assessments are reviewed regularly to ensure they consider the changing development of the children or changes in the household.

Excellent use is made of space both indoors and out to provide the children with an attractive spotlessly clean comfortable, homely play environment. Toys are attractively stored in the conservatory in low level drawers which the children can independently access. Pictures on the storage boxes help the children to identify the good quality age appropriate play resources. Children use the low level table and chairs and the dining room table and chairs for their activities and mealtimes and also enjoy playing in the ample floor space available to them. An area in the bay window is made into an attractive comfortable book area where the children can sit comfortably to look at books. Photographs of the children are attractively displayed at child height and where parents can see them providing an interesting focal point for the children's conversation. The well maintained secure garden provides a safe and interesting environment for the children to develop their physical skills in the fresh air.

Parents praise the quality of the service offered by the childminder very highly commenting on the warm nurturing care and confidence they have in her abilities. The comprehensive range of clear easy to read policies ensure parents have a good understanding of the setting and also the procedures to follow if they are concerned about her service in any way. Learning journals are shared with parents regularly and the childminder offers informal advice and reassurance regarding the children's development and behaviour if requested. Daily informal face to face discussion about the children's day ensures parents are kept well informed. Parents are invited to share the children's learning journals with schools and nursery, enabling the other settings to gain an awareness of the children's experiences and activities. However, currently the childminder has limited awareness of the activities children undertake in other settings as she does not have contact with them. The childminder makes very good use of the activities in the local community for young children, visiting local toddler groups, the library and play parks.

Equality and diversity is promoted effectively thought out the service offered. The childminder ensures she has a good understanding of the children's background and their routines when they join her setting. Resources and posters reflect a diverse community and acknowledge the children's language in addition to English. This helps the childminder to recognise when children are communicating in another language and offer them the encouragement and support they need to build self confidence and self esteem. The childminder offers a flexible and helpful service to meet the differing needs of families.

Leadership and management skills are clearly demonstrated through the childminders excellent organisational skills. All the required documentation to meet the requirements of registration are in place, up to date and stored confidentially, ensuring legal requirements are met. The childminder considers her practice and undertakes training opportunities and workshops to develop her knowledge and

skills for the benefit of the children in her care. She has recently completed a Diploma in Home Based childcare and is planning to attend a short course to develop her self evaluation skills. The childminder values the opportunity to meet with other childminders at training events to discuss and develop practice skills.

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

Children enjoy the good quality fact and fiction books which are attractively displayed. They visit the local library and choose books and listen to stories. They see the written word displayed around the home on toy boxes, and on the many posters displayed at child height. They have opportunities to make marks with crayons and pencils developing early writing skills. Playing with bricks encourages awareness of size, shape, position and colour. Children demonstrate curiosity as they experiment with size as they try to fit into a toy wheelchair in their play. They learn through the experience and the childminders comments that the chair is too small. They talk about size and shape as they blow and chase balloons. Children learn to share, take turns and consider the effect of their actions on others as they play. The childminder sets a good example to the children using good manners and behaving in a calm and caring way at all times. They make independent choices in their play from the broad range of resources available to them. Children enjoy a variety of creative activities including cooking, play dough, and painting activities. They have easy access to dressing up clothes and hats and other resources to aid make believe play. such as dolls, pushchairs and beds. Children learn about nature as they grow strawberries and tomato seeds and water them each day. They talk about the weather and look at the effects of the wind on the bubbles and the wind flower in the garden. They use interactive toy technology equipment in their play. Children develop fine skills as they undertake their various activities and large skills in the garden and the park as they use play equipment. The childminder is observant and listens attentively, encouraging speech and modelling behaviour to the children.

Children demonstrate an excellent awareness of the actions they can take to develop a healthy lifestyle. They know the importance of hand washing after outdoor play and before snack time and lead the way to the cloakroom. The attractive washroom encourages the children to use it, an attractive poster reminds them of when to wash hands, steps enables the small children to reach the sink and paper towels help to prevent the risk of cross contamination. Children enjoy healthy snacks of fruit and breadsticks followed by drinks of water. They enjoy meals prepared by their parents providing a continuity in their diets. The simple routine to the day ensures the children develop a sense of security as they know what happens next. They enjoy daily opportunities for outdoor activity developing their senses and physical abilities in the fresh air as they use the small climbing frame, slide and the wheeled toys.

Children's develop an excellent awareness of safe behaviours through their experiences, books and activities. They practice fire drills approximately every five weeks and learn the importance of stopping their activities and following the

childminder. Stories and colouring activities help the children to develop their awareness of the role of the firemen and safe behaviours. They learn about road safety on outings and the importance of sitting safely in their car seats. Children learn to move safely around the premises and to use items with care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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