

Inspection report for early years provision

Unique reference number	EY418025
Inspection date	13/04/2011
Inspector	Penny Wood

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 was registered in 2010. She lives with her partner and two-year-old daughter in Twyford, 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 to care for a maximum of five children under eight years old at any one time, of whom, two may be in the early years age group. She currently has one child aged two years old on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and content in the childminder's care. They participate in a wide range of activities and play an active part in most aspects. The childminder confidently promotes children's learning and development. She has good strategies in place, such as excellent partnerships with parents, to enable her to meet children's individual needs. The childminder shares her time well between those children present and effectively promotes inclusion. She has taken very good steps since being registered to ensure the welfare requirements are met and to establish high quality provision.

What steps need to be taken to improve provision further?

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

- provide further opportunities to allow children to participate in all aspects of activities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has comprehensive systems in place. She has a clear understanding of her child protection policy and procedures, including the action to take if concerned that a child is at risk of abuse. The childminder has good systems in place to check the home for safety on a daily basis and she takes appropriate action to reduce the risk of hazards. For example, the use of stairgates prevents children from accessing the stairs unsupervised. The childminder implements an emergency evacuation policy, which she practises with children to ensure they are effective. The childminder conducts risk assessments for outings to promote children's safety. Children wear high

visibility jackets which enables the childminder to supervise them effectively in busy locations.

The childminder has good strategies in place to promote children's good health. She is trained in first aid and maintains clear recording systems in relation to accidents. Records are shared with parents, which ensure they are informed of events. When children trip over, the childminder offers comfort and reassurance and, as a result, children quickly resume their play. The childminder ensures children receive a good balance of physical activity and rest, which meets their individual needs. A clear sickness policy, such as the exclusion of children when ill, reduces the spread of contagious illnesses.

The childminder promotes excellent relationships with parents. Policies and procedures are readily available offering parents an in-depth insight into her role and responsibilities. The childminder ensures parents are exceptionally well informed about how children spend their time in her care. An extensive range of photographs are available to parents, which provide parents with an insight into the activities provided and children's experiences. She actively encourages parents to access her systems relating to the progress children make. For example, the childminder maintains a book of special moments that children enjoy, such as outings and activities, which parents are able to take home and share with their extended family. Parents comment that they feel lucky to have found the childminder, that children have made progress in 'leaps and bounds' and that they would recommend her to anyone.

The childminder comments that she will endeavour to ensure that her provision is accessible to all children and their families. She has good strategies in place to liaise with external agencies to ensure children receive the support they need. For example, she has a positive attitude towards working with agencies such as speech and language therapists and portage. Good strategies are also in place to work with other providers, such as pre-schools and the local primary school. The childminder is committed to working in partnership in order to fully support children within their learning journeys.

The childminder uses her space exceptionally well. Her garden is used as an extension to the indoor learning environment and children enjoy participating in purposeful activities, both inside and out. The home is exceptionally welcoming due to the extensive range of colourful visual displays. Children enjoy talking about the photographic display of a recent visit to a farm, particularly about a turkey whose noise made them jump. The vast range of resources are highly accessible and clearly labelled, which enable children to make choices and self-select. The childminder effectively recycles household items within activities, which encourage children to learn about the benefits of using items for more than one purpose. For example, she provides empty milk cartons and yoghurt pots for children to fill and pour with in the rice and lentil tray.

The childminder has good systems in place to evaluate her provision. She uses her previous experience working in childcare settings and as a nanny to inform her practice. She has taken positive steps to embed high quality provision since being registered. The childminder links with others, such as a development worker, to

drive improvement. The childminder places a high value on feedback from parents and the children and actively seeks their input.

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

Children are confident and at ease in the childminder's home. They participate in a wide range of activities, which promote their learning and development well across the six early learning goals. The childminder plans activities, which incorporate children's interests and individual stages of development well. The planning of activities is flexible, which allows children to fully enjoy the activity provided before moving on to another. Children play an active part in most aspects of the activities, although at times some activities restrict children's full participation and their learning potential. For example, when making cakes the childminder weighed out all the ingredients and the butter cream was prepared in advance for the children to ice their cakes with. Good strategies are in place to monitor children's progress, which ensures they continually move forward within their learning journey.

Children access the wide range of toys and activities with ease and clearly enjoy following their own interests. As a result, they are highly engaged and play exceptionally well alongside each other. Excellent systems are in place to encourage children to share and take turns. For example, the childminder uses excellent negotiation skills to manage children's behaviour and a timer for popular pieces of equipment, such as the trampoline. Children are encouraged to use good manners, such as saying please and thank you from an early age. High levels of praise and encouragement boosts children's confidence and self-esteem. Children are gaining an excellent understanding of diversity through age appropriate activities. For example, during Chinese New Year, children enjoyed a food tasting activity and drawing with chopsticks. An excellent range of resources that depict positive images encourage children to learn about differences naturally through their play. For example, children play with a doll that wears glasses.

Children enjoy good opportunities to develop skills for the future. They enjoy mark making with chinks outside and enjoy reading stories with the childminder. They enjoy exploring and experimenting within activities, particularly with the contents of a treasure basket. The childminder encourages children to develop their language skills through consistent discussion about what they are doing. She emphasises words, such as 'scoop', to encourage children to acquire new vocabulary.

The childminder provides children with a good range of outings to further their experiences. For example, they attend dance and craft groups, visit local country parks and the nearby zoo. The childminder enhances their experiences on their return and provides further activities. For example, on observing tractor tracks in mud on a farm visit, children made tracks with paint on paper and added pictures of the animals they had seen. On outings, the childminder encourages children to develop an awareness of how to keep them safe, such as how to cross the road safely and talking about stranger danger.

Children display high levels of independence. For example, they take off their shoes and put on their slippers when they come in from outdoor play. Children benefit from good opportunities to be physically active, which promotes their good health. They follow good hygiene routines, which reduces the spread of germs and infections. They regularly wash their hands and are encouraged to make big bubbles with the soap to ensure their hands are clean. Water is readily available, ensuring children do not become thirsty. Children enjoy a healthy snack of fruit, which is provided by the parents.

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	1
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	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	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