

## Inspection report for early years provision

---

<b>Unique reference number</b>	110995
<b>Inspection date</b>	15/12/2008
<b>Inspector</b>	Hazel Stuart-Buddery
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder has been registered since 1997. She lives with her daughter in Fleet. Shops, parks and pre-schools are all in walking distance. The premises are accessed on ground level and children use a playroom/utility area, a kitchen/diner, toilet and sleeping facilities all on the ground floor. Children have access to a downstairs music room under supervision. There is an enclosed rear garden for outdoor play. The childminder is registered to care for a maximum of six children when working alone, and a maximum of seven children when working with an assistant. She currently has 16 children on roll, 12 of whom are over five years old. The family have two pet dogs. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## Overall effectiveness of the early years provision

The childminder provides a warm, welcoming and child friendly environment. Both the childminder and her assistant interact well with the children to support their learning and development. Good partnerships with parents and others promote inclusive practice. Children are fully safeguarded while they are in the childminder's care. The childminder recognises the importance of self-evaluation and the benefits of reflective practice. She identifies that this is an area for further development.

## What steps need to be taken to improve provision further?

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

- summarise children's assessment records so they clearly show children's progress towards the early learning goals and their next steps in learning
- further develop the observations made on children to ensure clear links are made to the early learning goals in order to plan and prepare personalised support to ensure children achieve as much as they can in relation to their starting points.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children. (Safeguarding and promoting children's welfare)

29/12/2008

## The leadership and management of the early years provision

The childminder has procedures in place to monitor and evaluate her provision. She is committed to her professional development and is currently completing a Foundation Degree. This degree encourages her to look reflectively at her own

practice. The childminder is aware of her own key strengths and areas for development. She provides questionnaires for parents to enable them to comment on the care and education she provides for their children, all of which are very positive. The childminder's home is warm, welcoming and child friendly. She provides a good range of resources and craft activities, although, the organisation of some resources do not always allow younger children to have regular independent access.

The childminder has very good relationships with parents. She has obtained detailed information from parents about their child's stage of development. This provides a good base line assessment which enables the childminder to pitch activities and learning opportunities at the correct level, to ensure children receive maximum enjoyment. Informal discussions take place regularly about children's progress and what their next step of learning is, and written daily diaries go home. A full set of written policies and procedures are shared with parents. Parents have access to a range of relevant information via notice boards and news letters. Most required parental consents are in place. However, medication has been administered to children without prior written consent. Parents are not always encouraged to sign and acknowledge what has been administered to their child.

Children are safe and secure in a clean, homely environment. Their welfare is safeguarded, full written risk assessments are completed regularly and a detailed child protection policy is in place.

## **The quality and standards of the early years provision**

Children are happy and relaxed with the childminder and her assistant. They develop an understanding of healthy eating as they enjoy a nutritious breakfast. Children go out daily for walks and fresh air and have access to the garden for most of the year. Children learn about keeping themselves safe as they take part in fire drills. Children show good levels of self-esteem and respond positively to the constant praise and encouragement given by the childminder and the assistant.

Children are engaged in purposeful play and encouraged by the childminder to try different activities. The play room is well resourced and direct interaction from the childminder and the assistant enhances children's play opportunities. Children's emotional well-being is supported appropriately as the childminder shows affection and is kind and caring. She quickly responds to the cries of babies and offers lots of cuddles. Children confidently approach visitors and very proudly show off and name the different trains they play with, such as 'Thomas' and 'Duncan'. They develop their communication skills by constantly chatting with all adults. The childminder takes on board children's interest and uses these to stimulate learning in all areas. For example, some children particularly enjoy trains, the childminder draws trains and a train track on the aqua write board and encourages the children to draw windows on the train. When they do not show interest in using a pen, the childminder suggests they use the train to push round the track which the children do happily. This encourages children to make sweeping movements with their hands to support their early writing skills. Children enjoy interactive toys. As the childminder turns on the large aeroplane, loud noises quickly gain the attention of

all the children. They smile happily as they investigate the aeroplane and place small figures inside. Regular trips to the library, shops and visits to older people help children to develop an understanding of their wider community and an appreciation of caring for others.

The childminder is proactive in working with the network coordinator to develop her awareness of the Early Years Foundation Stage. She has a very clear understanding of the six areas of learning and the early learning goals. She completes regular written observations on the children, although, these do not make clear links to the early learning goals. Children's development files demonstrates that they make good progress in their development in the areas that have been observed, although systems are not yet in place to clearly record and summarise the progress children make in all areas of learning. The childminder has identified that this is an area for her development and is proactive in putting an appropriate system in place.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.