

## Inspection report for early years provision

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<b>Unique reference number</b>	EY264945
<b>Inspection date</b>	23/01/2009
<b>Inspector</b>	Loraine Wardlaw
<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 was registered in 2003. She lives with her husband and their school aged child, aged over eight years. They live in a house in Alresford, which is within walking distance of local shops, parks, schools and pre-schools. All areas of the home are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of five children at any one time and currently cares for five children, three of whom are in the early years age range.

The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Children thrive on the childminder's undivided attention; her passion for teaching and learning shines through and impacts greatly on children's developmental progress. She meets children's individual needs effectively, ensuring that all age groups are included and that they receive equal amounts of her time. Other cultures are valued by the childminder who weaves inclusive practice into her day-to-day work with the children. The childminder is constantly making improvements to benefit the children she cares for and is very self aware.

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

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

- further develop partnership with parents and include them in evaluating the childminding provision
- further promote children's outdoor play and knowledge and understanding of the world

## **The leadership and management of the early years provision**

The effective and efficient organisation of the childminding provision means that children enjoy a very stimulating environment, within a caring home. The childminder ensures that children can easily access a wide variety of play resources downstairs; she has child-sized furniture for them to sit comfortably and independently, as well as the floor space, so they can engage in play activities of their choice. A very good balance of child-initiated and adult-directed activities take place within the home which is complemented by some out-of-doors activities. The experienced and knowledgeable childminder keeps her skills and practice up to date by attending regular training; she is now qualified to level 3 in home-based child care. She attends workshops such as Art at the local school, for childminders,

which inspires her to introduce 'moon sand' for the children to manipulate. The childminder builds good relationships with parents and carers, through her ongoing communication and her policies which underpin her practice. However, the childminder is not as fully informed about the background of those children who attend occasionally, and parents views are not sought on the provision. Written observations and assessments, in the form of scrapbooks, are shared with parents which means they work together on children's next learning steps. Children's safety is promoted well; the childminder has extensive risk assessments in place and is vigilant with regards to hazards and risks to children. Children are safeguarded because the childminder is aware of the procedure to follow, should she feel a child is being abused.

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

Young children delight in their time with the childminder and are making rapid progress towards the early learning goals. They engage in many play activities during the day, which are facilitated exceptionally well by the childminder. For example, a two-year-old gleefully says, jumping up and down, 'I know let's do a puppet show!' The childminder responds extremely positively, encouraging the child to select the puppets from the role play tent, while she turns a chair round improvising the theatre. The two-year-old then engages in amazing, imaginative play with the puppets, speaking and listening to the childminder exceptionally well, using different voices for the different characters of the dragon and tiger. They talk about the 'big' and 'little' tiger. After spending quality time with the child, who then selects a different play activity, the childminder turns her attention to the young toddler, and plays with them, role modelling flying a toy aeroplane which meets with smiles and a copying gesture. Young children and toddlers sit at the low table taking part in table top toys such as the matching bears puzzle, or stacking rings onto a wooden stick. They demonstrate they are making excellent progress in their problem solving and numeric skills, when they spontaneously talk about having 'two bears, one on top'. They then go on to count the small creatures accurately to four and comment on patterns such as 'stripes' on the soft toys. The childminder responds to the children's interests exceptionally well, getting out the well-resourced music box when a child pretends to sing into a microphone. They sing along to a music compact disc 'The wheels on the bus...', playing the maracas and the xylophone; the youngest child is given very good support and guidance. Very good adult-initiated activities take place; when a young child shows a lot of interest in the fallen leaves in the Autumn, the childminder encourages them to explore the frost on the leaves in the Winter which leads on to an experiment melting ice cubes in warm water. Each child's developmental progress is charted by the childminder after she has observed and assessed the children; she then decides on their next learning steps. Children walk daily to the local school and to the park, getting plenty of fresh air and exercise. However, outdoor activities relating to promoting children's knowledge and understanding of the world need further development and extension. Home-prepared, nutritious meals are enjoyed by the children at the end of the day which has a positive effect on their health and growth. All children behave well; the childminder is a good role model and gives them consistent boundaries which they adhere to. Children who demonstrate

undesirable behaviour, sit down with the others in a small group to discuss the house rules; this in turn has a positive impact on their behaviour.

## 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>	1
<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?	1
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?	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the 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.