

## Inspection report for early years provision

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<b>Unique reference number</b>	112873
<b>Inspection date</b>	26/03/2009
<b>Inspector</b>	Catherine Greenwood
<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 2001. She lives with her husband and three children aged 9, 15 and 16 years. They live in a detached house in Church Crookham, Hampshire, where local amenities are within easy walking distance. The whole of the house is used for childminding. There is a fully enclosed garden available for outside play. The childminder attends local toddler groups and organises outings and activities with a group of other local childminder's.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder currently supports children who have English as an additional language.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and is currently in receipt of funding for early education for three- and four-year-olds.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Highly effective self-evaluation leads to continuous improvement. The childminder's ability to observe, assess and extend children's learning, and her caring approach are key strengths of the provision. Parental involvement is fully embraced, particularly in relation to settling new children and sharing information about their individual progress and needs. However, the opportunities for children to take part in swimming lessons are not fully inclusive. Emergency contact details for some children have not been recorded. This is a breach of the regulations.

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

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

- ensure that outings are planned so that all children can take part
- provide opportunities for children to develop and use their home language in their play and learning.

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

- obtain necessary information from parents about emergency contact numbers in advance of a child being admitted to the provision (Safeguarding and Welfare)

09/04/2009

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

The childminder dedicates her time to meeting children's individual needs and is skilled at capturing their interest through her own enthusiastic approach. She consistently reviews and improves the provision through updating her knowledge, consultation with parents and attending training. For example, the childminder has adapted her approach to planning activities so that children take the lead with their play, make their own choices and benefit from a range of experiences that are related to their individual interests. Excellent communication with parents means that they have opportunities to understand the benefit of this approach.

The childminder dedicates her time to meeting children's individual needs and ensuring they are well occupied. She says that 'anything the children do is an achievement and that she enjoys seeing how they have moved on'. Exceptionally detailed assessments of children's progress are shared with parents and other providers delivering the Early years Foundation Stage. Consequently, children receive continuity in their learning and development and make outstanding progress in relation to their starting points and capabilities. Children's welfare is fully safeguarded due to the childminder's excellent knowledge of what to do if she has a concern about a child. Recommendations from the last inspection have been met.

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

Children play independently and are very happy and settled. They enjoy choosing their own resources and are very familiar with where to find their favourites, such as 'Thomas the Tank Engine' trains. Children currently attending enjoy being outdoors. Consequently, the childminder takes them on regular outings to places such as the woods, local common and parks with climbing equipment. Photographs show children exploring their environment as they go on a bear hunt.

Children are motivated and keen to use the resources. Their learning is fully extended because the childminder is skilful at using open ended questions that encourage them to think and say what they know. She successfully sustains their interest through initiating conversation. For example, when they use a pretend set of teeth and play dough, they talk and learn about why we need fillings, why we have a tongue and what it is used for, and successfully count the number of teeth in numerical order up to sixteen. Children learn and talk about shapes, such as circles and semi circles, as they make Easter hats for school, and show interest as they fill bird feeders for the garden. Their creativity is encouraged through textured materials and opportunities to use scissors and glue, as well as being creative when playing outside.

Children are well behaved and co-operative. They spend time talking with each other, and laugh with enjoyment and as they play in a pop-up tent. The childminder quickly and successfully diffuses any minor squabbles over play equipment and has clear objectives for helping children learn to share and include

others within their play. Children learn right from wrong and are given lots of praise and encouragement. The childminder tries to present things in different ways to encourage children's participation and widen their range of experiences. For example, by putting ice in a large trough with dinosaurs in and learning about the letter 'd'. Children make marks in mud using sticks, and in shaving foam covered with cling film which the childminder sprays onto a child height table in the playroom. Babies are included in these activities as they sit supported on top of the table.

Children are very well supported in their learning. For example, the childminder gives them guidance about how to use ropes on large apparatus and asks questions that encourages children to think about the best way to go up and down hills. Children learn about how things work, for example, as they use an electronic keyboard and ask other children to watch while they operate it and create music. They try the different buttons and experiment according to the sounds they make. Planning shows children have access to a lap top where they play games, learn mouse control and how to operate simple programmes. A web site helps children learn about what to do in the event of a fire. This enhances their knowledge of how to keep themselves safe.

Children with English as an additional language are helped to communicate through singing and by saying what they want rather than pointing. Consequently, they are beginning to use a few words in English. However, the childminder has not provided opportunities for children to use their home language in their play and learning. Children learn about the needs of others, for example, through seeing and talking about guide dogs at a local toddler group, and taking part in activities such as creating 'Braille' pictures using small beads. The childminder completes a weekly plan of activities which includes learning objectives for each term that are linked to children's assessments. End of term reports, which are shared with parents, include excellent information about children's individual progress and the next step for their learning. A planning sheet includes examples of what children like to do and how objectives can be introduced in relation to their interests.

## 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.	1

### 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?	1
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.