

## Inspection report for early years provision

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<b>Unique reference number</b>	111852
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Lisa Jane Cupples

<b>Type of setting</b>	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 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 1990. She lives with her partner in a residential area of Gosport in Hampshire. The property is easily accessible and is within close proximity to schools, shops and parks. All areas of the house are used for childminding and children have access to a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is currently minding four children in the early years age group and two older children on a part time basis. The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Children's welfare and learning is promoted well because the childminder implements clear policies and procedures effectively. She takes the time to get to know the children, enabling her to meet all their individual needs, ensuring they make good progress towards the early learning goals. The childminder continually monitors the activities and daily routines to ensure all children have the opportunity to reach their full potential.

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

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

- obtain parental consent to seek emergency medical treatment or advice to minimise the risk to children in the event of an emergency
- ensure the children's full names are recorded in the daily attendance register to maintain an accurate record of attendance at all times.

## The leadership and management of the early years provision

The childminder has made good progress since the last inspection, addressing all the previous recommendations in full. For example, there is now a written emergency evacuation plan in place and children know what to do in an emergency because they practise regular fire drills. The childminder continually monitors her practice and links with other providers of the Early Years Foundation Stage to explore new ideas and concepts for the benefit of the children. She discusses the planning and intended learning outcomes for the individual children with the pre-school staff to ensure what she provides complements the other settings, as some children attend her setting for very short periods of time. Parents are well informed about their children's individual progress through discussion and informal talks on a daily basis. The childminder tells the parents about planned events and activities, ensuring they are able to build on their children's learning at

home. They have access to their children's records at any time and can speak to the childminder when they bring or collect their children. Open lines of communication ensure the children's individual needs are being met daily, building strong and trusting relationships for the benefit of the children. The childminder has a clear understanding of the child protection procedures and knows how to implement them to safeguard the children in her care. Most of the required paperwork is in place. However, the childminder does not have parental consent to seek emergency medical treatment in the event of an emergency to minimise the risks to children and children's full names are not recorded in the daily attendance register to ensure an accurate record is maintained at all times. All adults in the household have been vetted and the childminder ensures the play and learning environment is safe before the children attend each day. For example, all cleaning fluids are inaccessible to children and the garden sheds are kept locked to prevent the children from gaining access to gardening equipment.

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

Children are happy and enjoy their time with the childminder because the activities and resources are organised well. For example, children are engaged in a balance of child initiated play and more focused adult led activities, such as number games. The activities are short and change frequently, reflecting the concentration span of the children who attend. The childminder adapts the activities to ensure they interest the children, for example, she often uses toy cars to encourage the children to count and sort objects, developing their mathematical understanding through play. Children have access to the toys and resources stored in low level storage cupboards in the lounge and the conservatory. They also have access to the outdoor play house with additional toys and play materials in the garden. Children show high levels of independence as they self-select games and resources, building their confidence and decision-making skills effectively. The childminder monitors the children's progress in all areas through daily observations and identifies their next learning steps. She shares this information with the parents, enabling them to build on their children's learning at home. Children have many mark-making opportunities and practise their emergent writing skills in a variety of ways. They use the computer with confidence and are beginning to control the mouse with ease. Children learn about different media, as they take part in art and craft activities, such as painting and play dough. They have opportunities to use their imaginations well, as they role-play with each other and often invite the childminder to join in. She knows when to stand back and let the play develop naturally and when to step in to guide more boisterous play, ensuring the children's time is well used.

Children learn how to keep themselves safe through discussions and clear house rules. For example, they know they can not run inside the house or climb on the furniture in case they fall. The parents provide the meals for the children at this time and the childminder discusses healthy options with the parents in line with her healthy eating policy. Children are beginning to learn about the type of foods that are good for them through discussion. The childminder ensures the children reap the benefits of the fresh air daily, as they go for walks and make good use of the garden and local parks. Children behave well because the childminder

implements clear rules and boundaries consistently. The children know what is expected of them and receive lots of praise and encouragement, helping them to develop a clear sense of right and wrong. Children use a range of multi-cultural resources, helping to develop their understanding of diversity and the wider world. Children are beginning to show consideration for others and talk openly about differences as they look at other cultures and festivals from around the world.

## 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 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.