

## Inspection report for early years provision

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<b>Unique reference number</b>	112963
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Lisa Jane Cupples
<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 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 1994. She lives with one teenager in a house in Elson, a residential area in Gosport, Hampshire. The premises are easily accessible and the ground floor is used for childminding, with rest facilities on the first floor. The property is within walking distance of local schools, pre-schools, shops and parks. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for a maximum of six children at any one time; of these, only three may be in the early years age range. She is registered on the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register. The childminder currently provides care for three children in the early years age range and two older children.

The childminder is a member of the National Childminding Association and takes the children to local toddler groups on a regular basis.

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

The quality of the provision is good. All children are happy and settled during their time at the setting because the childminder takes the time to get to know them well. This enables her to plan and organise activities and daily routines to meet their individual needs, ensuring they make good progress towards the early learning goals in all six areas. Clear policies and procedures are implemented effectively and robust, ongoing self-evaluation ensures the provision continues to develop and improve for the benefit of the children.

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

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

- ensure information about when the children's identified next steps are achieved and recorded to help track their individual progress and share up-to-date information with the parents
- continue to develop the use of the garden to ensure all six areas of learning are covered equally, both inside and outside.

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

The childminder has made good progress since the last inspection and has addressed the previous recommendation in full. For example, the childminder has now completed a detailed emergency evacuation plan, which is clearly displayed, and has booked herself on a fire marshals course to ensure she knows how to use the emergency fire equipment. The childminder is organised and proficient. She has up-to-date, clearly detailed, written policies and procedures in place, which are shared with parents to ensure they are clear on her practices and enable them to

work with her in promoting positive outcomes for their children. The childminder works closely with parents and other professionals to ensure that she is well informed about their needs and those of their children. This enables her to meet any individual care and learning requirements to a good standard and ensures that all children are making progress. Parents have access to their children's records at any time and they are able to make written contributions to the records about their children's achievements.

The childminder continually monitors her own practice and shares expertise with other providers of the Early Years Foundation Stage (EYFS). She is skilled at identifying her strengths and any areas for improvement. For example, the childminder felt the provision of resources to promote diversity was limited and has since purchased a whole range of stimulating resources to develop the children's understanding of differences. The resources include dolls with disabilities, including wheelchairs and callipers and there is also a blind doll with a guide dog. The childminder also uses parents' and children's questionnaires to gain valuable ideas and suggestions about her setting from those who use her service, enabling her to fully meet the needs of everyone who attends.

Children's safety is promoted to a very high standard. The childminder is exceptionally clear about child protection issues and her safeguarding responsibilities to protect the children in her care. Levels of supervision and effective risk assessments enable children to explore safely and independently in a well organised, secure play and learning environment. For example, the front door is alarmed, stair gates are used to prevent the children going upstairs unsupervised and other safety features, such as, fire guards and hearth protectors are in place. All adults in the household have been vetted and children are fully supervised at all times.

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

The childminder spends time observing the children at play and makes detailed notes about what they can do. She uses this information well to identify their next steps and records them in the children's journals. Although the childminder plans activities and experiences to help the children make progress linked to their next steps, she does not currently record when the steps are achieved, making it difficult for her to accurately track their progress or share the information with the parents. The childminder is very attentive and has a good understanding of child development, which enables her to meet the needs of all the children who attend. For example, she keeps the activities for the youngest children very short and changes them rapidly to ensure the children are interested, reflecting their short concentration spans and holding their attention effectively. The childminder plans a wide range of experiences and activities to provide a well balanced programme both inside and outside of the home. However, not all six areas of learning are covered equally when the children use the garden, leading to some missed learning opportunities in this area. Children have many opportunities to practise their emergent writing skills, using chalks and crayons during art and craft activities. The childminder helps the youngest children to hold the crayons so they can control them better. She then sits back watching and encouraging the children

as they mark make. They talk about the phonetic sounds of the initial letters of their names. The children count and recognise colours during their play and use their imaginations well during role play. The children reap the benefit of the fresh air daily as they use the garden, visit local parks and feed the horses and ducks in the surrounding area. Children's physical skills are developing well, as they practise climbing on the slide and ride wheeled toys with ease.

Children are beginning to learn the importance of keeping themselves safe through discussion, clear house rules and activities. For example, children learn how to use the slide safely, waiting for the first child to clear the ladder before the next child starts climbing. They know they must not run inside the house and practise regular fire drills to ensure they know what to do in the event of an emergency. The childminder checks the smoke detectors regularly and has an emergency escape ladder in place to ensure a fast and safe evacuation from the first floor. Children are beginning to learn the importance of healthy eating and they talk about the types of food that are good for them. The childminder promotes healthy eating through planned topics and providing a wide range of fresh fruit and vegetables daily. Fresh drinking water is available at all times and the youngest children have access to their own cups and beakers throughout the day. Children are encouraged to wash their hands at appropriate times and use individual towels to help prevent the possible spread of infection. Children have access to an extensive range of multicultural resources and activities during their time with the childminder. They are beginning to learn about other cultures and festivals through activities and planned topics and themes at a suitable level for the children attending. The childminder tries to link in with the schools and pre-schools, to ensure her approach is consistent for those children who attend more than one setting. Children behave extremely well because the childminder implements clear rules and boundaries consistently. As a result, the children know exactly what is expected of them. The childminder praises the children, recognising their efforts and encouraging positive behaviour. She is a good role model and actively encourages the children to use good manners throughout the day, saying 'please' and 'thank you' when required. Children are busy and occupied with age and stage appropriate activities, which have a very positive effect 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?	1

### 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?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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