

## Inspection report for early years provision

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<b>Unique reference number</b>	112086
<b>Inspection date</b>	12/01/2009
<b>Inspector</b>	Heidi Abernethy
<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 1999. She lives with her husband and four children aged 18, 16, nine and eight years. They live in a house in Whiteley, Fareham. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time. The childminder currently has eight children under eight years on roll, of these four children are in the early years. She has three children over eight years on roll.

The childminder is registered to mind from her whole house although minding mostly takes place downstairs, with the exception of the upstairs for sleeping children. The first floor is not on split levels and there are bathroom facilities on this level for the minded children to use. The childminder is within walking distance to local shops, schools and parks. She has two pet cats. She is a member of the National Childminding Association.

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

Children are happy and content and the childminder knows the children well to help them progress through incidental, everyday experiences. The childminder has successfully identified improvements to address, such as further developing systems to ensure children's individual learning priorities are identified for all areas of learning. She seeks information from parents concerning children's individual needs and has a secure awareness of children's individual routines. The childminder embraces all children regardless of ethnicity, background, culture or gender and values each child wholly for their individuality.

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

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

- continue to develop the garden area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- continue to implement observation and assessment systems to ensure learning priorities are fully identified for each child across all areas of learning and continue to develop a two-way flow of information between other early years providers in order to provide consistent learning experiences for each child

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

The childminder has thorough procedures in place to ensure the safety and welfare of the children in her care is of utmost priority. She conducts very detailed risk assessments for both her home environment and for outings to ensure hazards are

promptly identified and minimised. The childminder has an excellent knowledge of child protection procedures and a secure understanding of signs and symptoms to be aware of.

The childminder has good partnerships with parents and communicates with them verbally everyday about what their children have been doing and basic care routines. Parents are happy with the provision offered and state through letters of praise how they 'feel confident to leave their child with the childminder as she is very caring, professional and offers activities for all ages'. The childminder shares photographs of the children on her camera and laptop with parents to ensure they are fully informed about the things their children have been doing. The childminder cares for children who attend other early years provisions and communicates to them about the children's basic care routines. However, the childminder has not yet fully implemented systems to gain a two way flow of information between providers about the children's learning and development. This does not ensure children receive consistency with their learning experiences.

The childminder has a good knowledge about where improvements have been made and has successfully addressed recommendations she received at her last inspection. She has identified areas for future improvement and acts upon suggestions from parents, such as altering mealtimes to fully meet the needs of the individual children.

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

The childminder has secure knowledge about the Early Years Foundation Stage and the early learning goals. She knows the children well and helps them to progress. For example, she extends children's learning through everyday experiences such as counting the stairs or identifying the colours they are wearing. However, although she has devised systems to observe and monitor children's learning, these are not yet fully implemented to enable her to fully plan and prioritise children's learning experiences across all areas of learning.

Children of all ages have opportunities to explore and learn within the outside environment. The childminder takes children on outings to local farms and country parks and children learn about the importance of washing their hands after touching the animals. However, children have limited opportunities to explore, use their senses and be physically active and exuberant within the childminder's garden during all types of weather. The childminder is keen to make alterations to her garden to enable children to explore all areas of learning.

The childminder continually interacts at the children's level, supporting and encouraging their learning. She offers praise for their achievements which in turn boosts their self esteem and confidence. The childminder serves as a good role model, valuing children as individuals and showing them equal respect. Children become very well equipped with tools to manage their own safety and behaviour because the childminder explains the reason why safety rules are in place. They develop an excellent understanding about road safety as they learn to stop and listen. The childminder helps children to learn about dangers in a non-frightening

way as she practises fire drills and encourages children to act out fire scenarios with the small world play fire engine and people.

Children enjoy listening to stories and develop decision making skills as they choose which books they would like to read. Children cuddle into the childminder and are all involved because the childminder holds the book appropriately so all the children can see. Children develop socialisation skills as they play alongside children cared for by other childminders. They all develop a sense of belonging as they are wholly involved. For example, they all sit at the same level at mealtimes.

## 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?	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
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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.