

## Inspection report for early years provision

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<b>Unique reference number</b>	112367
<b>Inspection date</b>	23/03/2009
<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 was registered in 1999. She lives with her husband and two children of secondary school age. They live in a house in Colden Common, Winchester. The whole of the property is used for childminding although minding mostly takes place downstairs. Toileting facilities are downstairs. There is a fully enclosed garden for outside play.

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

The childminder collects children from the local school and attends several toddler groups on a regular basis. The childminder is a member of the National Childminding Association. The family have a pet dog.

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

Overall the quality of the provision is good. The childminder has formed good relationships with the children and parents and has obtained information about the children's home lives, families and routines. This equips her with the knowledge to meet the children's individual needs. Children make good progress with their learning because the childminder monitors their development and plans for their next steps in learning. The environment is organised effectively to enable children to use their independence and develop their self esteem. The childminder evaluates her provision and practice in order to improve and develop.

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

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

- develop opportunities to incorporate parents comments into children's individual records to ensure they are able to contribute to and are fully involved with their child's learning on a regular basis
- continue to develop knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

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

Robust risk assessments for the home, garden and outings are in place. This ensures children are safe and secure because hazards are identified and minimised. The childminder has a good knowledge about child protection procedures ensuring the welfare of the children in her care is safeguarded.

Children are encouraged to access all toys and resources. These are organised effectively to enable children to independently access them. The childminder provides children with resources to foster an awareness of diversity in society such as books, puzzles and small world play. She introduces some festivals to children such as Christmas and Easter. However, children's awareness of a wider range of cultural groups and festivals is not as effectively promoted. The childminder recognises this as an area of development to further develop her knowledge of other cultural groups.

The childminder communicates with parents verbally each day. She has introduced daily notebooks to enable her to write information about the children's basic care routines. Parents are aware of their children's individual learning records and the childminder shows them these on a regular basis. However, she has not yet fully established systems to incorporate parents' comments into these records to ensure they are fully involved with their child's learning. The childminder has systems of self evaluation and has recognised her strengths and areas of development. She attends regular childcare training sessions. This impacts on the children because they are cared for by an adult who continually updates and refreshes her knowledge.

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

The childminder demonstrates a good knowledge of the Early Years Foundation Stage (EYFS) and has good systems of observation and assessment. She knows the children and their interests well and utilises the information she gains from observations to identify each child's next steps in learning. She successfully uses different observational methods to identify possible triggers for children's behaviour.

The childminder continually interacts at the children's level, supporting and encouraging their play. She talks to the children, responding to their words and listening to what they say. This ensures children feel valued for their communications. Children sit themselves on the childminder's lap and snuggle in to listen to a story. The childminder extends the children's learning as she asks them open questions such as 'where is the cat?' The learning is extended further as the childminder encourages the children to 'sound out' the different sounds of the animals in the book. Praise and encouragement is given to children for their achievements. This in turn boosts children's self esteem and confidence.

Children initiate their own games and activities and the childminder follows their lead. For example, children sit themselves opposite the childminder, hold out both their arms and state 'row, row'. The childminder immediately recognises the children wish to sing 'row, row the boat' and stretches out her arms to join in with the song. Children have a lovely time as they paint their hands with a variety of coloured paints. They look around at the visitor after each print they make on paper and are proud to show what they have done. Their learning is extended well by the childminder who encourages them to identify the different colours.

Children have opportunities to take safe risks under the supervision of the childminder. At the park they have the space to learn new skills such as walking across the rope bridge from one side of the climbing frame to the other. The childminder stands close to ensure they have the required support they need and offers words of encouragement. Children enjoy strawberry picking in the summer months and develop the basic concept of where fruit comes from. Children's achievements and good behaviour are rewarded with positive praise and encouragement. They develop good social skills as they play and interact alongside their peers at local toddler groups.

## 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.