

## Inspection report for early years provision

---

<b>Unique reference number</b>	111072
<b>Inspection date</b>	26/01/2009
<b>Inspector</b>	Louise Bonney
<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 1989 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Yateley, Hampshire. Children play on the ground floor having access to the playroom, hallway and kitchen. They go upstairs only to sleep. There is a fully enclosed garden available for outside play. The premises are easily accessible.

The childminder currently has six children on roll, of these four are in the early years age group. The childminder may care for up to six children at any one time. The childminder currently collects children from Little Acorns and Charles Kingsley in Eversley. The childminder has experience of caring for children with learning difficulties and/or disabilities and who have English as an additional language.

The childminder is a member of the National Childminding Association.

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

Children receive good support for their individual needs through the childminder developing and implementing effective policies and procedures. She provides a welcoming and inclusive setting, and maintains good relationships with parents and other providers to support the children's care and learning. The childminder evaluates her provision and attends training workshops to further develop her understanding and implementation of the Early Years Foundation Stage. Children participate in a wide range of activities which promote their learning and development well.

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

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

- develop children's phonological awareness as part of a broad and rich language experience, referring to the principles and practices set out in the Early Years Foundation Stage CD-ROM and practice guidance
- develop opportunities to value what children can do and their own creative ideas rather than expecting them to reproduce someone else's model or idea, for example, and allow them free and independent access to sufficient resources during craft activities
- ensure the fire blanket is appropriately accessible.

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

The childminder develops strong relationships with parents. She informs them daily of the activities the children participate in on a wipe-board and through discussion at handover. She develops written policies and procedures which safeguard the

children and promote an inclusive environment where all children are welcome. She exchanges information about children's progress with parents and other settings children attend, such as playgroups. This collaboration supports children's development and care and promotes smooth transitions between settings for the children.

The childminder is developing her understanding of the Early Years Foundation Stage by attending workshops with other childminders. Through her self-evaluation she identifies areas for development and implements change, such as the introduction of new systems for monitoring children's development and ways of sharing information with parents. She identifies and plans for children's next steps in learning and provides a balance of opportunities for adult led and child initiated activities.

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

Children settle well and develop trusting and emotionally supportive relationships with the childminder. The childminder recognises their individual needs and acts upon them promptly, such as when toddlers are tired and need a rest or cuddle. Children develop good understanding of healthy eating and enjoy the nourishing home cooked lunches the childminder provides, such as vegetable soup and wholemeal bread. They learn about safety and hygiene through the displayed rules and daily routines. Preschool-aged children reflect 'you've got to be very careful' when pins are put on the table for a craft activity, although the childminder was actually providing split-pins. This shows their awareness of safety issues. The childminder safeguards children effectively. She thoroughly risk assesses the premises and outings. This helps her reduce hazards effectively. She has a fire procedure which children practise to learn how to evacuate the premises safely. However, the fire blanket is not sufficiently accessible to further support safety in case of a fire.

Children behave well and learn to take account of each other's needs with the childminder's sensitive support, such as when sharing toys and taking turns. They enjoy a good range of activities, which include regular outings to various toddler groups and parks. This helps children develop a sense of their community. Children develop independence and confidence as they make choices about their activities. They choose to play with railways and dressing up, which they access with the childminder's support from stacked storage boxes or from those laid out more accessibly on the floor. The childminder plans some activities in advance, such as the Chinese dragon dance, when children look at books, video clips and do pre-prepared craft activities. This helps them develop awareness of, and value, similarities and differences between cultures. However, craft activities are adult-led and children do not have sufficient opportunity to develop and express their own creativity through free access to a range of materials. Children are confident communicators and enjoy contributing, such as when they look at picture books with the childminder or talk about dragons. The childminder monitors children's progress and links this to the early learning goals. She identifies some aspects of individual children's development to promote through the provision of appropriate activities, such as using scissors or participating in group activities. She carefully

considers when children are ready to learn to read, and supports this through resources such as flashcards. However, she does not follow the practice guidance for the Early Years Foundation Stage by introducing children to the phonic knowledge and skills they need through a sufficiently broad range of experiences. The childminder shares information about children's development with parents and others, such as therapists and preschools. This means children make good progress as she provides support for their new experiences or developing needs, such as by organising activities to encourage participation in action rhymes or by helping children develop a taste for healthy eating.

## 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.