

## Inspection report for early years provision

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<b>Unique reference number</b>	112669
<b>Inspection date</b>	21/01/2009
<b>Inspector</b>	Heidi Abernethy

<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 was registered in 1997. She lives with her husband and two children aged 17 and 15 in a house in Fareham. She lives within walking distance of local schools and parks. The whole of the childminder's house is used for childminding and there is a fully enclosed rear garden for outside play. Toileting facilities are on the first floor.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time. She is currently minding three children under eight who are all in the early years age range. The childminder currently minds one child over eight years. The childminder walks to local pre-schools and attends childminding home groups and takes the children to the library and parks. She is a member of the National Childminding Association. The family has a pet dog.

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

Children's welfare, learning and development requirements are well met because the childminder has an organised provision and a good knowledge about how children develop and progress. She has good systems to obtain and share information between other early years providers and parents. The childminder has a secure knowledge about the children's home circumstances and families although opportunities to use this information to its full potential are not yet fully established. She has a good knowledge about strengths of her provision and practice and has successfully identified future areas of improvement to address.

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

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

- continue to develop resources and the environment to ensure children obtain a positive sense of their own identity and culture and enable children to develop and use their home language in their play and learning
- continue to implement systems in order to consistently observe and assess children's development and fully identify their interests and learning priorities.

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

Children are safe and secure because the childminder has put safety measures in place around her home. The childminder has a set of policies and procedures which she implements well. She shares these with parents at the outset and provides them with copies, enabling them to refer to them within their own home. She has obtained required information from parents such as emergency contacts and parental permissions, ensuring children are safe and parents well informed.

The childminder ensures parents are aware of her professional responsibility to safeguard the welfare of children. She demonstrates a secure knowledge about types of signs and symptoms of abuse and neglect and a good understanding about referral procedures.

The childminder communicates with parents daily and provides written information within the children's individual books. She has formed good relationships with parents and their children and attends parents consultations alongside parents for children attending local pre-schools. This ensures all early years providers and parents are working together to provide children with consistency for their welfare, learning and development. The childminder has started to implement observation and assessment systems and shares these with parents to ensure they are fully informed.

The childminder has successfully addressed recommendations from her last inspection as part of her continuous improvement to her provision. She has completed her diploma in home-based childcare and attended other courses to update and enhance her knowledge. The childminder gains parents' views about her provision and practice through verbal discussions. She has a good understanding about future improvements she wishes to implement within her setting.

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

Children are content within the childminder's home and separate from the main carer well. The childminder has obtained information about children's routines and starting points to enable her to create a smooth transition from the main carer to her provision. She is organised and follows children's individual routines, enabling them to sleep where they feel most comfortable, in a cot, in a buggy or on the sofa. The childminder has a good understanding about the children's home circumstances and their families although there are limited opportunities to ensure every child's home cultures are fully valued, such as through resources and the physical environment.

The childminder demonstrates a good knowledge about the children's interests and provides resources and activities to extend these interests. For example, by setting up the garage and vehicles because the children show an interest in cars and trucks. She has recently implemented observation and assessment systems and has started to observe children's development. However, the childminder does not currently track children's development consistently on a regular basis into their individual learning records to ensure learning priorities are fully identified for each child. The childminder has recognised this as an area of continuous development within her systems of self-evaluation.

Children enjoy trips to local farms where they learn about the animals and have hands-on experiences as they feed the goats. They learn about the world around them through outings around the local community and have fun as they travel around in a car, on a train and by ferry. Children learn about the basic concepts of exercise as they run around and climb play equipment at the local park. They

develop social skills as they interact with children minded by other childminders and enjoy local play zones where they jump around in ball pools.

The childminder extends children's learning incidentally through everyday play experiences such as counting alongside children as they build towers with blocks. She continually gives children praise and encouragement which ensures they develop a good self-esteem and confidence. Children learn about keeping themselves safe on walks to and from school as the childminder encourages them to use the 'Green Cross Code', look both ways and listen. This equips them with the tools to manage their own safety in the future. Children learn to share and take turns because the childminder talks to them at their level about being kind and sharing with their peers. The childminder shows all children equal respect and values them as individuals. Children have access to all toys and resources, regardless of gender or background and are wholly involved, such as all sitting at the same level for meals to ensure they all feel included.

## 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.