

## Inspection report for early years provision

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<b>Unique reference number</b>	110832
<b>Inspection date</b>	22/01/2009
<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 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 2000. The childminder lives with her husband and one child, aged over eight years. They live in a house in Gosport, within walking distance to local schools, parks and the town centre. The premises are easily accessible and all areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to provide care for six children under eight years at any one time on the Early Years Register and the compulsory part of the Childcare Register; she is also registered on the voluntary part of the Childcare Register. She currently provides care for four children in the early years age group and one older child on a full and part time basis.

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

Children are happy and settled during their time with the childminder because she takes the time to get to know the children and their families well. Detailed policies and procedures are implemented effectively to successfully promote all children's welfare, learning and development. The childminder attends ongoing training courses to ensure her knowledge is up-to-date, continually reviewing and monitoring her practice to drive improvement 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 the children's next steps are shared with parents to enable them to build on their children's learning at home
- ensure the daily attendance register is kept on site and is available for inspection at all times.

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

The childminder has made good progress since the last inspection. She has fully addressed all previous recommendations. For example, the record of accidents that occur on the premises has been amended to maintain confidentiality at all times. The childminder has a number of systems in place to evaluate her practice and she regularly consults with the parents and children, taking their opinions and suggestions into account. She provides regular parents' questionnaires and speaks to the children about the type of activities they do and what they would like to add or change to the routines to make it better for them. The childminder meets with the parents before the children attend and she discusses the children's individual needs, like and dislikes. She asks the parents about what the children can do and then observes them at play in order to gauge their starting points accurately, enabling her to plan activities to reflect their needs as soon as possible. All policies

and procedures are reviewed annually and updated when necessary to ensure they accurately reflect the childminder's practice. The childminder evaluates the daily activities to ensure the children achieve their planned learning intentions and revisits the learning outcome in different ways to consolidate the children's learning. Parents have access to their children's records at any time and are able to talk to the childminder about their children's welfare, progress and general well-being. She uses daily diaries to share information with the parents to ensure they are well informed. However, the childminder does not currently share information about the children's next learning steps to enable the parents to build on their children's learning at home. The childminder has a good understanding of the child protection procedures and knows how to implement them. She has written policies in place which are shared with parents to ensure they are fully aware of her responsibilities and her duty to safeguard the children at all times. All adults in the household have been vetted and all visitors are fully supervised, promoting the children's safety. All the required paperwork and documentation is in place, meeting the requirements of registration. However, the childminder records the children's daily attendance in their daily diaries, which are taken home by the parents. As a result, the childminder does not ensure the attendance register is kept on site and available for inspection at any time.

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

The childminder has a good understanding of the Early Years Foundation Stage and a secure knowledge of the six areas of learning. She provides a well balanced programme of activities and experiences for the children, ensuring all areas are covered equally, both inside and outdoors. The childminder organises the play space well, enabling the children to self-select resources and move around freely, increasing their independence and decision making skills effectively. Children benefit greatly from the good quality interaction and support from the childminder. She plays at their level, engaging them in purposeful conversation, introducing new vocabulary whenever possible. She asks many open-ended questions encouraging the children to think about what they are trying to achieve and she allows them time to work things out for themselves. For example, the childminder helps the children to complete more complex jigsaw puzzles as they make progress. The childminder provides opportunities for children to initiate their own play and extend their own ideas through activities, such as role play, as they develop their imaginations and learn to express themselves freely. Children have access to writing materials enabling them to practise their emergent writing skills through mark-making for a variety of purposes. They handle books correctly and enjoy participating in discussion about the books during story time. The childminder ensures the children go outside daily to reap the benefits of the fresh air. They go for walks to local parks, make good use of the all weather garden and regularly visit groups to promote the children's social and physical development. The childminder provides a range of multi-cultural resources to help the children to begin to understand diversity and the world around them. They have access to books and puzzles full of positive images and are beginning to cover festivals from around the world, such as Chinese New Year. Children's learning is consolidated successfully as activities are revisited, at home and during their time at local groups.

Children are beginning to learn about healthy eating and the childminder talks with them about the type of food that is good for them. She provides a wide range of fresh fruit and vegetables for snacks to promote healthy eating. The childminder works closely with the parents to ensure all children's individual dietary requirements are being met and discusses the daily menus with them. Children are beginning to learn about the importance of keeping themselves safe through daily routines and discussions. For example, the children know they must not go into the kitchen unless they are with the childminder. They know they can not run around in the house because it is not safe and they might fall over and hurt themselves or others and children practise regular fire drills to ensure they know what to do in an emergency. The childminder implements clear rules and boundaries consistently. As a result, children behave well because they know exactly what is expected of them. The childminder deals with unwanted behaviour gently and calmly, giving clear explanations to the children, aimed at their own level of understanding, helping them to develop a strong sense of right and wrong. Children have a good understanding of the rules and often remind each other during their play. For example, children tell each other it is nice to share the toys.

## 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
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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.