

## Inspection report for early years provision

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<b>Unique reference number</b>	EY314797
<b>Inspection date</b>	19/01/2009
<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 was registered in 2005 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Alresford, Hampshire. All of the premises are used for childminding and there is a fully enclosed garden for outdoor play. The premises are easily accessible.

The childminder has five children on roll, all within the early years age group. A maximum of five children may attend at any one time and care is available all year round on week days. The childminder takes children to local toddler groups and preschools. She is a member of the National Childminding Association. She has an NVQ2 in Playwork.

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

The childminder develops and implements policies and procedures which she shares with parents. This safeguards the children effectively. She has a good understanding of children's individual care and learning needs and provides an inclusive environment where all are equally valued and welcome. The childminder continually monitors her provision and introduces new ideas to develop it further, such as the introduction of a daily exercise programme and systems for evaluating children's progress towards the early learning goals to support planning. This helps children make good progress in their development.

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

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

- practise the fire drill with children
- develop further the assessment of what children learn during activities and clearly identify their next steps to inform planning.

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

The childminder shows commitment to continually developing her provision. She is participating in establishing a new cluster group involving childminders, the local school and possibly preschools to build up partnerships between providers and share best practice. She attends training, such as for story sacks which encourage children's use of books. She has set up new systems for monitoring children's progress towards the early learning goals. She uses photographs and written observations to create a journal of children's progress to share with parents, as well as a daily diary which describes children's care and any new achievements and activities. She identifies areas for future development, such as her understanding of the Early Years Foundation Stage in order to further support children's learning and development. The childminder seeks feedback from parents to support her

self-evaluation. Parents reflect how highly they regard the provision and how effectively they feel she shares information and supports the children.

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

Children are very happy in the care of the childminder. They follow their home routines, such as for a bottle and a sleep, which helps them flourish in the childminder's care. They thoroughly enjoy the time they spend at the provision and develop good relationships with each other, the childminder and her family. They know where to find their resources through clear labelling of storage boxes and freely, with minimal support, select their toys from the good range available. This promotes their self-confidence and self-motivation.

The childminder protects children's safety and health effectively. She risk assesses the premises, activities and outings in order to reduce identified hazards. Children learn to play safely and consider others, such as when the childminder asks them not to push the table in case it bumps against another child. Children know what the smoke alarm means when it beeps, but do not practise the fire drill regularly. This does not sufficiently support quick evacuation in an emergency. They show awareness of good hygiene, such as when they keenly use the dustpan and brush to clear up crumbs they drop at snack time. Children bring their own food, but the childminder organises activities for them to explore and try new foods. This helps them develop their taste for healthy eating.

The childminder skilfully extends children's understanding as they play. She encourages them to develop counting skills as they see how many items are in their shopping basket during role play activities. They develop control and imagination as they spread glue with a glue stick and talk about colours and shapes as they select from a wide range of collage materials. Children receive praise when they try a new approach to collage and show pleasure in the results. This encourages them to experiment and participate in similar activities in the future. The childminder works alongside children as they make their collages. This allows her to show them other ways of using the materials and skills. She extends their activities by making suggestions and asking open questions. She reflects back what toddlers say and encourages children to think and put their thoughts into words. This helps them develop good communication skills. Children have daily opportunities to play and explore outside, either in the garden or local parks and playing fields. They socialise when attending group activities, such as toddler groups. This means children make good progress towards the early learning goals.

The childminder observes children during their activities and records their progress against the stepping stones. She knows the children's individual levels of development well and provides activities that help to extend their skills and knowledge. However, she does not fully analyse her written observations to clearly identify the learning that is taking place. This impacts on how effectively the childminder plans activities to build on children's prior experience and learning.

## 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 registration.

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.