

## Inspection report for early years provision

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<b>Unique reference number</b>	EY270906
<b>Inspection date</b>	15/06/2009
<b>Inspector</b>	Michelle Ann Parham
<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 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 registered in 2004 and lives with her husband and two children in a residential area of Clanfield in Hampshire. The property is accessible and toileting facilities are situated on the ground floor. The childminder uses the ground floor only for childminding and there is a fully enclosed rear garden area suitable for outdoor 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. The childminder is currently minding four children in the early years age group and six children from five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends groups for children on a regular basis. The family have stick insects in a tank as pets in the home.

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

Overall the quality of the provision is satisfactory with a number of good aspects. The childminder successfully promotes the welfare of children through established procedures, daily routines and working in partnership with parents. She is aware of the individual needs of children and provides appropriate activities to support their learning and development. The childminder demonstrates an understanding of inclusion, recognising that children are individual and unique with varying needs and abilities. She attends additional training to enhance professional development and expertise and takes account of recommendations made through inspection, which demonstrates good capacity for continuous improvement.

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

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

- maintain all records efficiently, including recording of attendance as soon as children arrive, to be effective documentation in the event of an emergency
- continue to develop the observation system in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- further extend information gathered about children's starting points to ensure sufficient challenge and stimulation for their learning and development
- continue to develop partnership with parents and other carers to ensure good sharing of information of individual targets and to plan effectively for children's progress.

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

The provision is well organised having a dedicated conservatory/playroom. All required records and documentation are maintained for the safe and efficient management of the service, with just a minor weakness noted in regard to

attendance recording. Parents benefit from a good selection of written policies outlining work practice and the childminder shares information about care, routines and activities on a daily basis using a diary. Currently, there are no established procedures to share learning objectives with parents or other key persons to contribute to children's progress and fully include parents in their learning. The childminder has made some positive steps to implement learning and development requirements and completes systematic observations of children. However, these are currently basic and lacking important details, such as key learning objectives, next steps and evaluation of outcomes. General information is gathered from parents to ensure children are appropriately supported with their individual needs identified and met. However, this does not currently include what they know and can do, to ensure children are immediately stimulated and challenged.

Informal evaluation occurs on a day-to-day basis and the childminder is currently working towards Network status with the National Childminding Association, which has helped identify strengths and areas for development. She is committed to providing a quality service and is currently in the process of obtaining a level 3 National Vocational Qualification in Childcare and Development.

Good systems in place promote children's security and safety, with hazards identified and minimised using safety gates, cupboard locks and safe storage of hazardous materials. Robust risk assessment is completed and emergency evacuation is practised regularly to ensure swift and safe exit from the home. The childminder has a good understanding of signs that would raise concern and of procedures to ensure the welfare of children. Children learn about hazards through general routines and discussion, such as practising road safety and of being aware of strangers and unfamiliar animals. They have participated in a 'Beep, Beep' day at the local children's group, which further contributes to their understanding of road safety. Children benefit from simple house rules, which encourage acceptable behaviour, such as not climbing on furniture or throwing toys.

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

Children are relaxed in the setting and confidently interact with the childminder. They enjoy her involvement in activities and proudly showing achievements, such as how they have placed the cars in a line or the design they have made from the Hammer beads. Independence is encouraged as children are given opportunities to try things for themselves. Children enjoy special responsibility or tasks, such as helping to wash-up, which develops self-esteem and a sense of importance. Children's behaviour is generally good, with the childminder using positive techniques, such as discussion, distraction, reward charts, praise and encouragement and time-out if required. However, not all challenging behaviour is consistently addressed, which has a negative impact on formal occasions, such as mealtimes and children learning important social skills.

Children have print displayed, with some resources labelled and have a good selection of books to encourage enjoyment of reading and an understanding that text has meaning. Opportunities to sing at the setting or to visit various toddler groups helps to develop communication skills and confidence at interacting in a

larger group. Children enjoy activities to mark make using crayons and paint dabbers and work is displayed prominently, which helps children feel important and valued. Children problem solve as they fix tracks together, work out the lift on the garage or complete puzzles. They design and construct using various resources, such as Hammer beads, proudly showing what they have made for Father's day. The childminder is effective at including learning into natural free-play as she encourages the children to count and identify colours, for example, of the cars they play with. Children also gain an understanding of number and phonics using the laptop and electronic number board. These resources and electronic drums, trucks, telephones and keyboards help children understand how things work and to follow simple instructions, which contributes to developing important skills for future economic well-being. There are a good selection of resources to promote creativity and imagination, with younger children particularly enjoying pretend play with dollies or transport vehicles. Children have musical instruments and benefit from the childminder taking lead role at the toddler group for music and singing sessions. Children also have lots of visits to various groups in the week and to places of interest. For example, they visit Alice Holt Country Park, Petersfield Lake and local farms to pick produce, such as pumpkins for carving, which extends their knowledge and understanding of their local community and the world around them. All children are included at the setting, with the childminder mindful of activities that are safe and stage appropriate. There are some resources that portray positive images, such as books, figures and dressing-up clothes. The children learn about other festivals at the toddler group where they celebrate events, such as Chinese New Year. As a result, children gain an understanding of differences and similarities and respect for others.

Being healthy is well promoted at the setting as children have a good selection of resources to develop gross motor skills and fitness, such as sit and ride toys, trampoline with enclosure, balls, slide and swings. The childminder helps children learn the effect exercise has on the body and ensures they drink regularly to be well hydrated. She provides all meals, ensuring healthy home cooked foods are provided with healthy snacks of fresh fruit each day. Effective systems ensure awareness of specific health and dietary requirements for individual children and children are aware of the importance of regular hand washing, developing good habits from an early age. The setting is clean and well maintained and effective measures, such as individual towels and disposable gloves help prevent the spread of infection. The childminder has made good use of her first aid qualification, recently administering emergency first aid to help a member of the public in distress. She clearly enjoys her role and strives to provide a quality childcare service. Children are happy in the setting, enjoying a good selection of play resources and a child-orientated environment where they have the opportunity to enjoy and achieve.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
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>	3
<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?	3

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## **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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