

## Inspection report for early years provision

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<b>Unique reference number</b>	131460
<b>Inspection date</b>	17/06/2009
<b>Inspector</b>	Carole Gronow
<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 was registered in 1990. She lives in the Mansbridge area of Southampton with three adult children. The ground floor of the premises is used for childminding activities but children use the master bedroom for sleeping. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She may care for a maximum of six children under eight years of age at any one time, of which no more than three may be in the Early Years age group. She is currently caring for a total of two children under eight both of whom are in the early years age group and attend on a part-time basis. The childminder takes and collects four other children all aged over eight from the nearby school.

The family have three dogs, three cats and keep fish.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder clearly shows that she has the capacity to sustain on-going improvement. She demonstrates this thorough her own learning journey which has enabled her to embrace all aspects of the Early Years Foundation Stage (EYFS) and to ensure this is effectively delivered to the children she cares for. This means that they receive a curriculum which is specific to their individual learning needs so that they make good progress in all areas of their learning and development.

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

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

- continue helping children to develop awareness of the consequences of their words and actions
- further support children's emerging independence by making the front door secure so that they can visit the toilet alone

To fully meet the specific requirements of the EYFS, the registered person must:

- always obtain written permission from parents before administering medication to children (Promoting good health)

19/06/2009

## The leadership and management of the early years provision

Comprehensive and clear risk assessments covering everything that children come into contact with and everywhere they go effectively ensure that the childminder is

aware of any potential hazards which she immediately addresses. For example, because there is an issue with the security of her front door the childminder oversees children's use of the downstairs cloak room next to it. This means that although children remain safe and there is no risk of them leaving the premises unnoticed, it does impede their developing independence.

The childminder is committed to providing a high quality service and her effective and detailed self-evaluation has enabled her to identify and prioritise areas for development in order for there to be continuous improvement. The childminder's good partnership with parents and carers and the links she has established with other providers of early years care ensures that all children receive good support in their learning and development as well as in continuity of care. She has developed a range of policies and procedures to underpin her practice which she shares with parents and carers and which they sign. The childminder has all the required information for each child and has obtained some signed parental consents but has not, on every occasion, obtained written permission from parents prior to administering medication to children and this is a breach of regulation.

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

Children are happy, confident and familiar with their surroundings. They are aware of the daily routines and freely make choices about what to play with either by choosing from the range of play opportunities that are easily accessible to them, or by referring to the laminated booklet which holds clearly labelled photos of the other play provision which are stored elsewhere, which the childminder will then get for them. Children are encouraged to plan, negotiate and make decisions about what they want to do during the day whilst building in breaks and preschool runs. They use a pictorial time line to record their choices and from time to time refer to this with the childminder. Children experience both free-play and activities the childminder initiates to ensure that they have experiences that cover all areas of learning and development, enabling them to make good progress. They delight in looking at and reminiscing over the two on-going collages of photos that they are making with the childminder. One is of places they have been to and the other is of different activities they have been involved in, such as visits to parks and the pigs they saw at a country park. They explain in detail how they have been making papier-mâché pigs, describing the sticky feeling of the glue they used and knocking on them to show that they are hollow and that they used a balloon to form the shape.

Children enjoy cuddling in to the childminder for stories and concentrate intently, listening to her and becoming involved in the story as the childminder asks them questions. For example, they count how many socks are on the line and work out which of different sizes belong to the mummy, daddy or the baby bear. Children learn about their local community when they are out and about with the childminder. They go on walks when they follow nature trails at the country parks and have fun picking blackberries and strawberries. They are growing cress in clear containers and pull some to see what it tastes like. They enjoy visits to the local parks where they climb on and over the fixed play equipment developing their balance and co-ordination and sometimes take their bikes to ride on and practise

their balancing. They take pride in showing how well they can do somersaults and flips on the carpet. Children enjoy baking and also making their own play dough with the childminder, they choose what colour to make it and enjoy mixing glitter into it. They share well, for example they cut the dough in half and check that they have equal amounts and for the vast majority of the time they play together nicely. The childminder promptly intervenes when there is any unwanted behaviour however, she does not always make children aware of the consequences of their words and actions.

The childminder's excellent knowledge of the individual children she cares for enables her to make sure that she provides activities that help them to make good progress in their learning and development. Children's learning journeys are well documented. Good records evidencing children's achievements are linked to the different areas of learning. Observations are recorded of activities that show children's progress and the childminder cross checks her records with the EYFS to see if all areas have been covered which enables her to plan to fill any gaps that she might find.

## 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

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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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