

## Inspection report for early years provision

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<b>Unique reference number</b>	EY315403
<b>Inspection date</b>	11/05/2009
<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 who was registered in 2005 lives in Winklebury, Basingstoke with her husband. Although all areas of the property are available to the children, childminding takes place on the ground floor in the purpose built playroom. A spare bedroom is used for children who need to sleep. There is a secure enclosed garden for outside play. The childminder takes and collects children from the local school and pre-school. She holds Diplomas in both Pre-School Practice and Home-based Childcare. The family have a cat.

The childminder can care for a maximum of six children under eight years at any one time three of whom may be in the early years age range. She currently cares for one full time pre-school child and one child of school age who attends before and after school and during holidays. This provision is registered on the Early Years Register and both parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides an organised, welcoming environment and she is very committed to providing a high quality, fully inclusive service. The childminder's excellent knowledge of individual children enables her to effectively plan exciting activities so that they can make good progress in their learning and development. Good links with parents and other providers ensure that information about children is shared so that all their needs can be met. The childminder continuously self-evaluates her provision to help identify areas for development however, she does not currently seek the views of others to help her in this.

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

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

- develop a system to clearly track children's progress in their learning and development
- extend the self-evaluation process in order to identify strengths and priorities for development that will continue to improve the quality of provision for all children

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

- obtain written consent from parents for the seeking of emergency medical treatment and/or advice  
(Safeguarding and promoting children's welfare)

16/05/2009

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

The childminder explains that she thoroughly enjoys her work with children. She is very keen to ensure that children receive the best possible care. She regularly attends relevant training to support and enhance her practice and has recently completed the Diploma in Home-based Childcare. She has a very good understanding of the Early Years Foundation Stage (EYFS) and how to deliver this in an exciting and effective way. A good range of detailed policies and procedures underpin the childminder's practice. She shares these with parents and carers who receive copies in a pack at the onset of the childminding agreement. She also obtains a range of signed parental consents, however she has not got any to enable her to seek emergency medical treatment and/or advice which is a breach of registration.

The childminder's daily discussions with parents and carers keep her up to date with all aspects of each child she cares for. She also writes a diary which is sent home for parents and carers to read and write in if they wish. Every day the childminder only opens storage cupboards in the playroom that house toys that are safe and suitable for the children she is expecting. Also, she organises her premises carefully, dividing off areas so that children of all ages can safely play with toys and activities that are suitable for their age and stage.

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

Children are exceptionally happy and very well settled. They have close and affectionate relationships with the childminder, confidently approaching her for help and engaging in interesting conversations with her. Children are developing good personal independence, for instance taking off their coats and hanging them on the low-level coat pegs. They take their shoes off and independently visit the toilet, washing their hands after. They have access to a purpose built playroom which houses good quality, low-level storage units, enabling children to make free choices about what to play with from the wide range of appealing resources that are available. The playroom is light and attractively decorated with children's work. This includes pictures painted of spring scenes and photographs the children have taken of flowers. There are also collages of healthy foods which reinforce discussions about fruit and vegetables. Another collage that children have made shows many different people. This supports a theme about 'our bodies' which the childminder has developed and which was initiated through children showing such an interest in different people they have met. Inclusion is further supported through a range of different resources that are provided plus a good selection of books on display.

Children delight in sitting with the childminder after choosing a story to read. They join in with familiar phrases such as; 'Mirror, mirror on the wall, who is the fairest of them all?' in Snow White. The childminder skilfully uses stories to promote different areas of children's learning for instance, by encouraging them to count the number of plates on the table and she reinforces 'stranger danger', by reminding them that it is unwise to enter a stranger's house. Children are provided

with a range of opportunities to learn about the local environment. They enjoy walks, collecting interesting things such as different coloured leaves which they make pictures from. They enjoy bus rides and they go and see the air ambulance when visiting the car park of a local supermarket. They go to local play parks where they play on the fixed equipment, developing both their balance and their co-ordination. They enjoy gardening and watching things grow; such as apple pips which are now small trees which they water, and they rush to see if the strawberry plants in the garden have got any signs of fruit on them yet. Children learn about days, dates and weather with the aid of a chart which is exciting and interesting to them. This is because photographs of them such as with umbrellas or playing in the snow are used to portray the weather. Also, they feel valued because their suggestions, such as the colour they associate with a particular day for example, yellow for sunny are being included.

The childminder's very good understanding of child development and her excellent knowledge of the individual children she cares for enables her to plan activities that help them to make good progress in their learning and development. Good records evidencing their achievements are linked to areas of learning and observations identify the things that the childminder feels children need more support with as well as the next steps of their individual learning journeys. However, the childminder does not track children's progress on the EYFS to check if there are any areas that have been missed and consequently she cannot be sure that all areas have been systematically covered.

## 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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