

## Inspection report for early years provision

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<b>Unique reference number</b>	111821
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Heidi Abernethy
<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 1999. She lives with her husband and two children in a residential area of Gosport. The house is within walking distance to local schools, pre-schools, shops, library and park. The whole of the house is registered although minding mostly takes place downstairs. There is a fully enclosed rear garden available for outside play. There are toilet facilities on the ground floor.

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. She is currently minding six children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local schools and pre-schools and attends local toddler groups on a regular basis.

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

Overall the quality of the provision is good. The childminder recognises the uniqueness of each child and has a good knowledge of their individual routines, preferences and interests. This enables her to meet their individual needs. The childminder has good partnerships with parents to ensure a shared understanding of the children is obtained. The childminder conducts a detailed self evaluation of her provision and practice enabling her to identify her strengths and areas for future development.

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

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

- continue to develop observation and assessment systems to ensure children's development is matched to the ages and stages of the early learning goals and next steps in learning are fully identified
- continue to establish a two-way flow of information with other early years providers to ensure consistency with children's individual learning and progress.

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

The childminder has required documentation in place such as written parental permissions. This ensures parents are well-informed and children are safe. Children's welfare is safeguarded well by the childminder who has a good knowledge of child protection procedures. She shares a policy with parents to ensure they are aware of her professional responsibility. The childminder reviews

her risk assessments for her home and outings regularly. In addition, she informally reviews and risk assesses her environment on a daily basis. For example, the family have bought a pet dog and the childminder has provided the dog with his own separate area in the garden when children are playing outside.

The childminder communicates with parents to obtain their views and observes children's interests to ensure she provides activities to meet their needs. The childminder has strong relationships with parents. She talks to them daily about their child's basic care routine and supports this with additional written information within the daily diaries. This enables parents to refer to the information within their home environment. The childminder communicates with other early years providers about children's basic care routines and how they have been during their time at pre-school. However, the childminder has not fully established these systems to ensure a regular two-way flow of information about the children's individual learning and progress is shared. This does not ensure consistency with children's learning and development.

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

Children are happy within the childminder's home. They move around freely and choose activities from low level storage. Children are able to play both inside and outside and take the activities and resources into the garden area. The childminder has a good knowledge about the areas of learning and is currently attending training relating to the Early Years Foundation Stage (EYFS). She has written reports showing children's development across the areas of learning and shares these with parents. The childminder is keen to further develop her observation and assessment systems to show how the observations match to the early learning goals and to fully identify children's individual next steps in learning.

The childminder does know the children and their interests well. She uses this knowledge to help children progress incidentally alongside everyday activities. For example, she observes children love to explore messy play and provides children with resources to submerge their whole hands and feet in the paint. She talks to the young children about the textures and colours of the paint and the patterns they make with their hands and feet.

Young children take chalks out of the tub one-by-one and the childminder counts the chalks alongside the children. This develops their basic concept of counting. The childminder responds to children's words and babbles ensuring children feel valued for their communications. In addition, their self-esteem and confidence is promoted. Children have a lovely time at the local library where they participate with story time and join in with themed events. They attend toddler groups regularly where they have access to a range of activities and develop social skills with their peers.

Children develop an awareness of their external environment as they travel on public transport and go to the local shops. They have access to a range of dressing up clothes such as a builder and roman soldier outfits. All children are encouraged to wear any of the outfits which fosters an awareness of positive gender roles.

Children sit together at mealtimes at the same height which ensures they all feel included within the childminder's home.

Children become equipped with the tools to manage their own safety. The childminder practises road safety with the children, talking to them about the role of the lollipop person and about looking both ways and listening. Young children develop the basic concept as they press the pedestrian crossing button and learn what the green and red man symbolise. Children learn to care for other living things as the childminder talks to them about stroking the pet dog gently. They have fun dancing to familiar action songs and the childminder talks to them about exercising their muscles. This equips children with the basic knowledge of the importance of exercising.

## 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a written statement of procedures to be followed in relation to complaints is in place 26/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register 26/05/2009