

## Inspection report for early years provision

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<b>Unique reference number</b>	EY245362
<b>Inspection date</b>	19/06/2009
<b>Inspector</b>	Sylvia Dindar
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her husband and two school age children in a detached house on the edge of Totton. All the areas of the home are used for childminding and a garden is available for outdoor play. There are accessible toilet facilities on the ground floor and accessible parking close to the premises.

The childminder is registered to care for a maximum of six children under eight at any-one time of whom no more than three may be in the early years age range. There are currently nine children on roll of whom seven are in the early years age group. Children attend at different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. She is an approved Network Childminder for the National Childminding Association and has become a Community childminder.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are extremely well stimulated and are very happy in this warm and nurturing setting. The childminder works with parents extremely effectively, exchanging information to ensure that children's uniqueness is recognised and as a result all children are valued, included and their individual needs very effectively met. She has been proactive in establishing a system for self evaluation, which she uses effectively to identify her key strengths and areas for development. She generally keeps clear and effective record that most of which support the Early Years Foundation Stage (EYFS). Risk assessments are in place to ensure children's health and safety; however, the childminder does not always document these when changes to the premises occur or inform Ofsted of such changes as required by regulation.

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

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

- further develop opportunities for children to recognise numbers in the outdoor area

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

- undertake and provide a written risk assessment record which contains sufficient information to show how children are kept safe in the garden stating when it was carried out; by whom; the date of any review and any action taken as a result of the review

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(Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register).

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

Through a range of methods the childminder effectively monitors her childminding practice and is committed to ever improving practice. As a member of the National Childminder Accreditation scheme her practice is consistently reviewed. She is able to pin-point areas for development and her practice is constantly evolving. The childminder has fully embraced the changes brought about by implementation of the EYFS framework and regularly reviews all policies, procedures and shares these with parents. Risk assessments are completed annually however, although a visual risk assessment has been done on recent changes to the garden and controls are in place to keep children safe, she has not kept a record of these changes as required by regulation.

A key strength in the childminder's practice is the way she has produced her own personal development file and therefore able to identify her training needs. She invests in literature to support her in her childminding practice and regularly attends childminding cluster meetings to ensure she has fresh ideas and is up to date with best practice issues in child care. She has successfully completed her NVQ3 qualification and has attended a number of workshops and smaller courses. This has brought about positive outcomes for children as she has put into practice what she learns. A comprehensive range of policies and procedures are in place to ensure that children are safeguarded and systems are in place to report any concerns. The childminder demonstrates good knowledge of possible signs of abuse; she ensures she has regular training in child protection to ensure that she remains fully aware.

Children are protected as all adults in the household have been checked to ensure that they are suitable to be near children. She works closely with other childminders and parents to ensure that effective support systems are in place to care for children in an emergency. The childminder has developed highly effective partnerships with parents and as a result parents are extremely well supported and informed about the care, and development of their child. Their views are welcomed and taken into account when evaluating the effectiveness of the setting. An extensive range of information is available on childhood issues in a well presented and organised file. A bright and attractive leaflet gives clear guidance about what it is the childminder is providing and parents sign up to say that they have read and understood the range of policies which support their child's welfare and development. Partnerships with other providers of care ensures a cohesive approach to the education and care of children, making children's transition either for settling in or moving on to school highly effective and inclusive. A regular newsletter ensures parents are well informed of changes and events that impact on their children. For example, the recent application and successful bid for capital grant funding to enhance the outdoor play area and the timetable for changes

taking place. Parents are able to contribute to their child learning through regular interviews, questionnaires and daily diaries.

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

Children's learning and development is enhanced through the childminder's excellent knowledge of child development. They respond extremely well to her, enthusiasm for learning and are therefore very keen and absorbed in the activities. Children's learning is facilitated by ensuring that they have interesting and attractive resources that suit their needs and encompass their interests. The environment is rich in posters and information to aid children learning such as the weather chart indoors. Children are learning to be critical thinkers as the childminder asks the open questions and encourages them to find solutions to problems. For example, when playing dominoes children place a piece in the wrong place, she will ask questions until they are able to match it correctly, encouraging them to think through and find a solution. Through thorough and effective observations, assessment and evaluation she ensures that learning is consolidated. When children are confident she then plans the next stage of their learning, therefore, children are consistently challenged.

The childminder ensures that each child spends time in their chosen learning environment. Free flow play works very well and children are developing a love of the outdoors. All areas of learning are covered both indoors and outside. They play games such as soft stick darts and learn to recognise the numbers. Children are helped with their emotions, in particular they learn to be good losers. For example, children want to play hockey and are encouraged to set the rules and work out how many goals ensures who is the winner. More able children are encouraged to add up the score as they carry out the game. Children decide who goes first and where the goal post should be, giving them real control over their play. On occasions the childminder gently reminds them of the safety issues asking them to recall why they do not swing the sticks high. Children have opportunities to write for example, with chalks, pens and paper. Children thoroughly enjoy water play; they take it in turns to press buttons and are encouraged to work out what makes the boats move. They are learning about big and little as they try to get bigger boats through narrow channels and discuss who has the blown the biggest bubbles.

Children learn about how to keep themselves safe through discussion and books. Road safety specialist sessions at the local childminding group and every day activities such as the walk to and from school ensure they learn about road safety. They attend the local toddler groups where they learn to socialise and make friends and are widening their experience of the community they live in. They learn about the people who can help them. The childminder is keen that children get to know their community police officer so that they know who to ask for help when needed. Clear and regular routines as well as a range of posters help children to develop an understanding of how to keep healthy. When children are introduced into the setting the childminder discusses their individual dietary needs. Parents are given suggested menus and the need for a healthy diet. Children grow their own food and learn where food comes from and sample its freshness. Children

learn to understand how their bodies work as the childminder explains they should rest after exercise and have a drink and encourages them to come into the shade to cool themselves down. They learn how to manage sunscreen, and about the danger of the sun's rays. Activities are provided to enhance children's future economic well-being through developing their problem-solving, numeracy, and literacy skills, however, less opportunities are available for children to recognise written numerals in the outdoor area.

Children's behaviour is excellent in line with their age and stage of development. The childminder clearly treats them as unique individuals and understands their individual needs and meets them successfully. They are confident to ask for the things they want. Through discussion and daily routines and group activities they learn to take turns, share, to consider others and are forming strong friendships. Children are keen to say sorry when they accidentally hurt each other. They are reminded to say please and thank you and ask to be excused from the table when they want to get down. The childminder has begun to develop for each child their own special book where they can see photos of the most significant people in their lives and use this as a topic base to aid discussion and show she has an interest in their lives and so children feel acknowledged and affirmed. The childminder encourages children to support each other in their learning and play, using the children's individual strengths which raises their self-esteem. Children who have special educational needs are very well supported and through careful thoughtful planning in partnership with parents and other providers of care they work towards plans to ensure that children are integrated successfully.

## 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?	1
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?	1
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>	1
<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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## 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:

- take action as specified in the early years section of the report 25/07/2009

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 early years section of the report 25/07/2009