

## Inspection report for early years provision

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<b>Unique reference number</b>	111599
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Carol Readman
<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 lives with her husband and two teenage children in the Hatch Warren area of Basingstoke. She is registered on the Early Years Register and compulsory part of the Childcare Register. She can care for six children under eight years, and three in the early years age range, and is presently caring for three children on a part time basis in the early years age group. All of the home except the office is registered for childminding, although the upstairs is only used for sleeping. There is an enclosed garden for outside play.

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

Overall the quality of the provision is good. The childminder provides an inclusive setting in which she cares for the children as individuals and meets their welfare needs effectively. The children play happily in a relaxed environment where the childminder supports their learning and development needs appropriately. She works closely with parents and this is a strength of the provision. All required policies and almost all other paperwork is in place. There is good capacity to improve and the childminder has put in place good strategies to improve her practice.

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

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

- request prior written consent from parents to administer non-prescription medicines
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop further systems to ensure a clear picture of children's achievements and capabilities in all areas of learning in order to clearly identify their progress, and share this with parents

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

The childminder is generally well organised to care for children. She reflects on her practice objectively and plans effectively to improve her practice making significant improvements since the last inspection. She has completed training in the Early Years Foundation Stage and uses this to strengthen her provision and improve her knowledge and understanding of the learning and development requirements.

The childminder organises documentation methodically and has compiled suitable written policies that underpin her practice well and keeps parents informed of her methods. Almost all the required records and permissions are in place with the exception of requesting prior written consent to administer non-prescription medicines. The childminder establishes good working relationships with parents,

which help her provide for children's individual requirements consistently. Daily diaries and new developed learning journals help to keep parents informed of their children's progress. She is now working on a system to show an overall picture of how children are progress in their learning. The childminder welcomes all children, regardless of background and ensures that all are included in everything she offers. There are effective systems in place to safeguard children's welfare and the home is secure and well adapted for the children's needs. However, the childminder has not yet practised a safe evacuation procedure with the children. This means that children are not aware of what to do in a real emergency.

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

Children enjoy being with the childminder and many of the experiences she offers them. They go for walks and attend a variety of group meetings that help them to develop social skills and provide good opportunities for enjoying messy play or using large equipment to develop physical skills. The childminder makes careful observations of what children like to do and uses this to plan for the next steps in their learning. For example, the childminder supports children in extending their concentration and thinking skills as they complete their favourite puzzles. She introduces more complex puzzles to extend their learning further. She knows the value of play and supports children's learning through play. For example, counting and recognising numbers as they play together building up a stacking cup tower and joining in with songs and action rhymes such as 'Row, row, row your boat'. The setting is well adapted to meet the needs of the children. They enjoy playing together sharing toys and learning about pressing buttons to make sounds with older children helping the baby. Children enjoy drawing, craft and model making activities that help develop their creative skills and develop their dexterity further.

Children experience a suitable balance of adult led activities and those that they choose for themselves. The childminder makes good use of outings to local groups to broaden children's experiences and help them learn about the wider world. She respects children's differing backgrounds and finds out about how children celebrate festivals around the world and shares this information with the children. Effective working with parents helps the childminder build good relationships with the children and to meet the individual learning needs.

The childminder interacts well with the children, taking a calm and positive approach, thus being a good role model for them. She gives clear explanations as to her expectations of them, such as helping them learn to share. Consequently, children behave well. Children often take the lead in activities, asking the childminder for their favourite toys or songs. This means they learn at their individual levels of development and are interested in their play. The childminder extends children's communication skills helping them to learn new vocabulary and teaching early numeracy skills. This helps support their future economic well-being. She supports them in developing a love of books through reading stories and rhymes with them.

Children are safeguarded effectively. They benefit from the childminder conducting very effective risk assessments of her home and outings. These identify potential

hazards well, such as crossing the car park when visiting the vets. The childminder puts in place effective procedures in place to minimise identified risks. The childminder teaches children good strategies to keep themselves safe, such as not climbing on the furniture or high chair.

The childminder liaises closely with parents to find out about their children's individual dietary requirements and meets these consistently. The childminder maintains children's good health well and promotes a healthy lifestyle. Children know about the importance of good hygiene routines with young children keen to wash their hands before lunch. Children enjoy warm and caring relationships within the setting and benefit from an enthusiastic childminder who enjoys their company and takes pride in their achievements, praising them warmly. This enhances their self-esteem and gives them a sense of belonging.

## 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>	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?	3
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