

## Inspection report for early years provision

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<b>Unique reference number</b>	EY380305
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Catherine Hill
<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 2008. She lives with her partner and two children, aged one and seven years, in Farnborough, Hampshire. The whole of the ground floor of the home is used for childminding with sleeping facilities upstairs. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group at various times during the week. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. The childminder has a very good understanding of her role and effectively organises her childminding service to ensure all children are respected as individuals and feel valued and happy whilst in her care. She promotes inclusive practice within her policies and procedures and is dedicated to ensuring children have fun as they learn through sensitively supported play. Children relax as they play and have excellent relationships with the childminder who they readily turn to for support and cuddles. Since registration the childminder has introduced more detailed documentation to support her practice and has been proactive in furthering her own knowledge and skills so she can continually improve her provision.

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

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

- further develop knowledge and understanding of the Early Years Foundation Stage framework to enhance the planning and assessment of children's learning and development
- ensure children's full names are recorded within accident/medication/incident records and that confidentiality is maintained when sharing these records with parents.

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

The childminder organises her time and resources well so children can play and learn within a safe, welcoming, family setting. Children develop a sense of ownership of their environment as they have individually labelled hooks for their coats in the hallway and for their towels in the cloakroom. Good procedures ensure children's welfare is safeguarded. A detailed safeguarding policy is shared with parents and a log is kept of visitors to the home. The childminder has comprehensive risk assessment records which relate to each individual child. She is vigilant to safety as children play and has identified and minimised risks within the

home. Children are very happy and relaxed within her care and benefit from the childminder's good relationships with their parents. Both written and daily verbal information is shared between the childminder and parents, which ensures parents are kept well informed about their child's minded day.

A comprehensive range of documentation supports the childminder's practice. It contains generally very good detail, although not all children's records contain their full names and some record sheets contain information relating to different children on the same page. The childminder is enthusiastic, kind and caring and is committed to providing high quality care. She has started to review her practice formally, using Ofsted's self-evaluation form, and has given appraisal comment forms to parents to get feedback on her service from both parents and children.

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

Children are protected from illness and infection at the childminder's where they play in a clean, safe, child-friendly environment. Children develop an understanding of routine hygiene procedures as hands are washed before eating. They have individual towels to minimise the risk of any cross-infection and a poster displayed acts as a gentle reminder to them to wash their hands after using the toilet. They have healthy appetites and enjoy a snack of cheese, grapes, bread sticks and cucumber. The childminder is vigilant to safety as children play and ensures hot drinks are placed out of children's reach. In the garden the trampoline has been sunk into the ground so children can safely walk on and use it at their level. Children learn about fire safety in the home and take part in recorded fire drills for which the childminder gives them a certificate. The childminder sets firm but fair boundaries with regard to behaviour and children play amicably alongside each other. The childminder effectively uses distraction to dispel minor disputes over toys.

The childminder provides children with a variety of activities and play resources through which children can develop their knowledge and skills. She has daily written routines focusing on the individual children in her care and has started to maintain development records which link observations of children's learning to the different learning areas. She has booked onto training about the Early Years Foundation Stage to further her knowledge and understanding in supporting children's development. Children are interested in the age appropriate toys which have been set out so they are easily accessible to them. They show confident physical skills as they carefully manoeuvre a doll's pushchair around and have fun as they play with balls outside with the childminder. She reinforces number awareness as she counts slowly to three before rolling a ball to children. She extends children's vocabulary through discussion and reinforces the meaning of words, for example by telling the children she is going to gently kick the ball and by demonstrating the action at the same time.

Children learn about shape as they independently get out an inset puzzle and the childminder names the different shapes the pieces correspond to. Children's emotional well-being is very well supported by the childminder who gives children cuddles and talks gently to them. Children are allowed to follow their own interests

which reduces the incidents when they may feel frustration. They babble freely as they play, constantly moving from one toy or activity to another as their attention and interest changes. Their self-esteem is boosted as the childminder praises them for new words they clearly say. They enjoy the freedom they have to learn through discovery and giggle happily as they take Mr Tickle off the rocking horse and sit him on the floor. They show an understanding of technology as they hold the receiver of a play phone to another child's ear for them to listen to and they respond positively to the attention the childminder takes in their play.

## 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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