

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365822
<b>Inspection date</b>	23/07/2009
<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 husband and two children, aged six years, in Milford, Surrey. The home is close to local schools, parks and shops. The childminder is registered to care for a maximum of four 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 caring for six children in this age group on a part-time basis 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. The ground floor of the home is used for play activities with upstairs bedrooms used for sleep only. There is an enclosed garden available for outside play. The family keep marine fish.

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

Overall the quality of the provision is good. Children are very happy and settled and have good opportunities to progress their skills within the welcoming, family environment of the childminder's home. The childminder effectively organises her practice to ensure all children's welfare and learning and development needs are catered for. Inclusive practice is promoted with all children treated with equal concern and excellent partnerships established with parents. Since registration the childminder has continued to develop her knowledge and skills by attending relevant training, for example, relating to planning and assessment linked to the Early Years Foundation Stage.

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

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

- further develop children's assessment records to show their next steps in learning based on observations of their current abilities
- further develop the promotion of inclusive practice, for example, by labelling resources with both pictures and word labels in children's known languages

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

The childminder warmly welcomes both children and parents into her home. She ensures children have access to a wide variety of toys and activities which help promote skill development in all areas. Children settle quickly on arrival and eagerly explore the different toys accessible to them. The childminder sees safety as a high priority and has risk assessed both her home and garden and the different types of outing she takes children on. She maintains detailed, dated and regularly reviewed documentation to support her risk assessments and also carries out a daily visual check of her home before minded children arrive. Children's welfare is safeguarded as the childminder understands her role and responsibilities with regard to child protection. She has a written policy to support her practice and

has been proactive in booking specific safeguarding training to further her knowledge in this area.

Partnerships with parents are extremely positive and children benefit considerably from a two-way flow of information between their main carers as their individual needs are well known and can be consistently met. The childminder shares both verbal and written information with parents about their child and also shares her policy and business brochure with parents with detail about the differing aspects of her practice. Parents appreciate the childminder's service and comment that she has a 'very professional approach' and that they are 'extremely happy with the facilities'. The childminder has a natural affinity with children and enjoys her role caring for them and supporting their development. She has reviewed her practice through the completion of a self-evaluation form, as well as seeking feedback from parents on her provision. Areas for development have been identified and the childminder has a positive attitude to continually improving her practice believing that both children and parents deserve the best service.

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

The childminder has excellent relationships with children and her enthusiasm and genuine loving interaction with them contributes significantly to their enjoying and achieving. Children are given time to explore and are allowed to follow their own interests which reduces the incidents when they may feel frustration. They develop their physical skills as they pull themselves to a standing position and as they hold onto walk-along toys to practise taking a few steps. They show a natural curiosity about their surroundings and learn about different textures as they play with both wooden and plastic toys. They gleefully exercise their vocal cords as they shriek with excitement and the childminder talks to them as they play praising their efforts and encouraging their independence. Children, for example, feed themselves banana slices which they eagerly devour. Children listen to the childminder as she talks to them and try and repeat some sounds. The childminder helps develop children's vocabulary by naming objects children encounter during play, such as a red strawberry and yellow banana. She develops children's awareness of number as she counts the number of stacking beakers in a tower. Children nestle on the childminder's lap to share books and have fun as they play with musical instruments, shaking a maraca and a tambourine. They show an understanding of how things work as they move a toy train forwards and backwards before letting it go to roll over the floor. The childminder links activities and resources to planned monthly themes, such as colours, shapes, and fruit and vegetables, ensuring children have a wide variety of play experiences and opportunities to continually develop their knowledge and skills. She maintains records of children's development in all areas and tracks their progress within the different learning areas, although does not record their next steps in learning.

Children behave very well as they are actively occupied and sensitively supported. The childminder is aware of children's individual needs and parents are pleased with the childminder valuing their children's diverse backgrounds and different cultures. The childminder has been proactive in obtaining a dictionary in children's additional language to help support their development. She ensures all play

opportunities are accessible to all children as well as all age appropriate resources, although these are not labelled so all children have a clear reminder of their content. Children thrive within the childminder's care where they are loved and secure. They learn how to keep themselves safe as the childminder teaches them about road safety and stranger danger and at home, they take part in regular recorded fire drills. The childminder reinforces children's awareness of fire safety as they share a picture/word story about 'Francis the firefly'. Children develop an excellent understanding of a healthy lifestyle through daily exercise and the provision, by the childminder, of a varied, balanced diet. The childminder's policies and procedures ensure they are protected from illness and infection. Young children begin to develop an awareness of hygiene routines as the childminder wipes their hands before and after they eat. Older children have paper towels to dry their hands with in the bathroom thereby minimising the risk of any cross infection.

## 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?	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>	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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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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