

## Inspection report for early years provision

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<b>Unique reference number</b>	EY363849
<b>Inspection date</b>	07/07/2009
<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 2007. She lives with her partner and two children, aged 10 and six years, in Blackwater, Hampshire. The ground floor of the home is available to children for play with toilet and sleeping facilities on the first floor. There is a fully enclosed garden for outside 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 three may be in the early years age range. She is currently minding two children in this age group on a full-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 home is within easy walking distance of local parks, shops and schools. The childminder attends the local carer and toddler group. The family have two dogs and two cats. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory. The childminder is very kind and caring and treats all children with equal concern, providing an inclusive environment for their care and learning. Children have very good relationships with the childminder, are happy and enjoy themselves as they play and learn. The childminder has a clear understanding of her role and is dedicated to improving her practice to benefit all children attending. She has addressed all actions and the recommendation made at her previous inspection and her capacity to maintain continuous improvement is good. A range of documentation is in place to support the childminder's practice, although some lacks a little detail.

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

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

- develop self-evaluation systems, for example, by using the Ofsted self-evaluation form as the basis for an ongoing review of practice
- further develop knowledge of the Early Years Foundation Stage (EYFS) and improve children's assessment records by tracking their development and using the information gained from observations to plan for their next steps in learning
- improve detail within documentation by ensuring children's record forms are fully completed and by updating the complaints procedure to include Ofsted's full contact details and timescales for dealing with written concerns.

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

The childminder organises her time and resources to ensure children have daily opportunities to progress in all learning areas. She has risk assessed her home and

identified and minimised hazards, for example using safety gates to prohibit unsupervised access to the kitchen and stairs. She understands her responsibilities with regard to child protection and has attended specific training in this area. She maintains details of visitors to her home and shares her written child protection policy with parents. Good relationships are established with parents and both verbal and written information is shared with them about the childminder's practice and their child's development. Parents are kept well informed about learning activities their children access through a monthly newsletter and information displayed within the home. They are very positive in their praise of the childminder and find her 'most remarkable' and are 'extremely impressed' with their child's progress. The childminder, although having no formal self-evaluation system, recognises her strengths and areas for development. She is currently furthering her own knowledge of early years practice by working towards a level 3 qualification.

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

Children play safely as they are closely supervised by the childminder. She harnesses them securely into a highchair at snack time and involves them in regular fire drills to help develop their awareness of safety within the home. Children become familiar with hygiene routines as they wash their hands before eating. The childminder ensures they remain clean and comfortable as they play, for example by wiping their nose and changing nappies. Policies and procedures ensure children are protected from illness and infection as they use paper towels to dry their hands and have individual bedding. The childminder works in partnership with parents to ensure children's dietary needs are met. Children enjoy a snack of apple slices and plain biscuit and drink freely when thirsty.

The childminder appreciates the holistic nature of learning and provides children with daily opportunities to develop their skills. She enthusiastically interacts with children and gets down to play with them at their level. Children enjoy the attention shown in them and this contributes to their enjoying and achieving. They have fun playing with shape sorters and the childminder uses descriptive language as children play, reinforcing their awareness of shape names and colour. Children develop an understanding of number as the childminder counts objects they play with. They develop their physical skills as they sit on wheeled toys and use their legs to propel themselves forwards and backwards. The childminder acts as a positive role model with regard to manners and ensures all children are included in play. Children freely select toys to play with and hold some up to the childminder for her to name for them. They try and repeat words after her thereby developing their own vocabulary and understanding of the world. They play amicably together and delight in looking at photographs of themselves displayed within the minding area.

The childminder has started development files for children in which she includes photographs of activities they have taken part in, such as painting, and examples of their mark making. She is developing her knowledge of the EYFS through reading and discussion with other practitioners and has some understanding of how to link activities to the six different areas of learning. She recognises,

however, that she would benefit from specific training in this area and is proactive in trying to access training. The childminder knows the children in her care very well and, although she does not record their next steps in learning, she instinctively extends their learning through appropriate questioning during play to make them think. She has some written plans but these do not show the learning objectives of activities.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### 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>	3
How well are children helped to stay safe?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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