

## Inspection report for early years provision

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<b>Unique reference number</b>	111776
<b>Inspection date</b>	22/07/2009
<b>Inspector</b>	Carole Gronow
<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 has been registered since 1994. She lives in Andover with her husband and other adult family members. Childminding activities take place on the ground floor, however, children who need to sleep, do so upstairs in the master bedroom. There is a garden available for children to play in.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight at any one time of which no more than three maybe in the early years age group. The childminder is currently caring for five children in this age range at varying times and she is also prepared to offer care to older children. All the children who presently attend do so on a part-time basis. The childminder regularly takes children to local toddler groups to meet with other childminders and to the local library.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder has established good links with parents and carers and this, as well as her meeting with relevant health professionals, helps to ensure that each child's specific needs are well met. However, as yet the childminder has not extended these links to include other providers who also deliver the Early Years Foundation Stage (EYFS) to the children she cares for. The childminder is committed to updating her knowledge and skills in order to enhance the quality of her provision. Self-evaluation although undertaken is limited and the childminder does not currently seek the views of the people who use her setting to aid her in identifying and then prioritising areas for development.

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

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

- establish links with other providers delivering the EYFS so that there is good sharing of information in order to ensure that children's individual needs are well met
- use assessment records to track children's progress, identify any gaps and to help with planning the next steps on their learning journeys
- ensure that there is sufficient suitable furniture to meet the developmental needs of all children present

## The leadership and management of the early years provision

The childminder has developed a range of written policies and procedures to help support her in her work and to fully protect and safeguard the children she cares for. She shares these with all parents and carers so that they are fully aware of her

service and how their children are cared for. The childminder has undertaken and recorded risk assessments of all the areas of her property that children routinely access and also of outings, so that children are cared for in safe and secure environments. For example, doors are kept locked at all times, which means that children are unable to leave the premises unaccompanied. Children mainly engage in activities in the dining room and the kitchen and there is a downstairs cloakroom, which when appropriate, children are able to visit independently. At mealtimes children sit near the table with the childminder, but there is only one highchair. This means that when both younger children want to eat at the same time, one child is fed or handed food when strapped in a buggy, which does not help children to learn to feed themselves.

The childminder writes a detailed daily diary for the children she cares for. She also discusses them with their parents and carers, both at drop off and collection, sharing information to ensure there is continuity in the care that all children receive. All the required documentation is on display and the childminder puts up photographs of recent activities and achievements for parents and carers to look at.

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

Children are happy, settled and have developed secure relationships with the childminder. Children learn to keep themselves safe because the childminder makes it a high priority to teach them about this. For example, they practise the childminder's emergency evacuation plan so that they are aware of how they must respond in an emergency. They also put into practice what they have learned about crossing roads safety when they are out with the childminder. Children enjoy a variety of different play opportunities to support all areas of their learning and development. They experience both adult-led and child-initiated free play whilst using the resources that the childminder provides. She rotates her stock so as to sustain children's interest, whilst at the same time making sure that they have experience of activities covering all the different areas of learning. Children also make choices about other things they want to play with by selecting toys from a booklet made of laminated photographs, which the childminder will then get out for them. Children attend a variety of different groups with the childminder, so they get plenty of opportunity to meet other children and adults and develop their social skills.

Children get out in the fresh air and have some physical exercise daily. They play in the garden under supervision and they go out regularly. For example, they feed ducks and visit the library where they help choose which books to borrow. They also make frequent visits to different play areas close by, where they play sometimes on the fixed equipment, which helps the development of their large muscles, balance and coordination. Children play happily together. They go shopping, taking turns to push and fill up the supermarket trolley with bricks and handing over store cards to pay for their purchases. They smile with delight at the animal noises that the jigsaw puzzle makes when they try to fit in the shapes; listening as the childminder tells them which animal it is. They enjoy the tactile experience of dough and playing with water and they explore rhythm and sound

with musical instruments. They enjoy drawing and mark making and the childminder puts some of their creative work on display on the walls, which helps them feel valued and also promotes their self-esteem.

The childminder knows each individual child well. Each child has their own file, which records information about their first day and an initial assessment that the childminder has made by mainly looking at and linking them to their personal, social and emotional development. The childminder makes frequent observations on all children to see what they are doing and she shares these with their parents and carers. She supports these observations with photographs she has taken and she links them to show the different areas of learning that they cover. However, the childminder does not use them to check that children are making good progress or for gaps in their progress, nor does she use them to help her with clearly identifying the next steps in each child's learning journey.

## 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?	2
The capacity of the provision to maintain continuous improvement.	3

### 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?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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