

## Inspection report for early years provision

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<b>Unique reference number</b>	113215
<b>Inspection date</b>	28/07/2009
<b>Inspector</b>	Heidi Abernethy
<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 1982. She lives with her husband. They live in a house in Elson, Gosport. The property is within walking distance to local schools, shops and parks. The whole of the house is registered for childminding although minding mostly takes place downstairs. There is a fully enclosed garden for outside play.

The childminder is registered to care for maximum of six 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 three children in this age group. The childminder is registered to mind one child from five years overnight at any one time. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools. She is a member of the National Childminding Association (NCMA) and is part of the Gosport network. The family have one cat.

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

Overall the quality of the provision is good. The childminder has developed good relationships with parents to ensure a shared understanding of the children is achieved. However, she has not currently established a two-way flow of communication between other early years providers in order to provide partnership working and consistency for the children. The childminder has a good knowledge of areas for future development and obtains children's views such as enabling them to look through catalogues to choose new resources for the childminding environment. The childminder has a good knowledge about adapting activities and offering further support to ensure all children are wholly involved.

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

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

- continue to develop assessment systems to ensure information obtained from observations is fully utilised to identify next steps across all areas of learning on a regular basis
- establish systems to obtain a regular two-way flow of information with other early years providers to ensure consistency with children's learning and progression is achieved.

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

The childminder has a very secure understanding of child protection procedures and a very good knowledge about where to refer any concerns of abuse and/or

neglect. She has a comprehensive record of risk assessment in place for her home and for outings she attends with the children. This ensures all hazards are promptly identified and minimised. The childminder ensures children's safety is of utmost priority such as securing her bedroom door to prevent children accessing her family's medication. The childminder ensures parents are very well informed about her sickness policy and keeps abreast of government guidance relating to outbreaks of infectious illnesses.

The childminder has not currently completed a record of self-evaluation but does demonstrate a good knowledge about where she has made improvements to her setting. For example, she has attended Early Years Foundation Stage (EYFS) training and has implemented this within her setting. The childminder has identified areas for future development such as purchasing a low level shelving unit to ensure the younger children are able to freely access all the toys and resources.

The childminder communicates with parents each day and is happy to meet with parents after childminding hours. She has shown parents the assessment records she has created for the children and enables parents to incorporate their own written comments into these. The childminder cares for some children attending school who are still within the early years age range and others who are due to start pre-school in September. However, she has not currently established systems to ensure a two-way flow of information is shared with these other early years providers.

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

Each child is treated as an individual and the childminder knows them all really well. The childminder has a good knowledge about the children's own cultures, religions and backgrounds. She looks at books about 'world religions' with the children and talks to them about the differences and similarities between the different religions. The childminder adapts activities for the younger children to enable them to play alongside their older peers. For example, older children play on the computer and the childminder provides the toddler with a 'V-Tech' electronic infant toy which they have fun pressing the buttons on and smile at the different noises.

The childminder conducts individual learning records for each minded child. She uses photographs to illustrate the activities and records what is being achieved from the learning. The childminder conducts a detailed observation of each child approximately every six weeks, links the learning to the ages and stages of the early learning goals and plans a next step in learning. However, the childminder is not currently utilising the information obtained from the everyday observations to ensure next steps are planned regularly across all the areas of learning.

Toddlers enjoy making marks with chalks on the low level easel in the garden. They have fun at the local library as they join in with story times and choose books to take home to the childminder's. Children have opportunities to learn about and discuss feelings and emotions through the visual aid of picture cards. These are a

lovely resource depicting individual children and families from different backgrounds and cultures showing a variety of emotions.

Children become very well equipped with the tools to manage their own safety. The childminder explains clearly why safety rules are in place, such as why not to rock on their chairs because they may fall backwards and hurt themselves. They learn about the importance of wearing sun hats in the garden to ensure their heads are protected from the heat of the sunshine. The childminder practises road safety with all children and introduces the basic concept to young toddlers such as looking and listening for traffic and identifying the green and red man at the pedestrian crossing.

Children are involved with the whole process of baking from weighing and mixing to eating the end product. They enjoy a variety of arts and crafts such as using a range of tools to make models out of the play dough. Children demonstrate good behaviour and the childminder gently reminds children of the ground rules. She uses lots of positive praise and encouragement which in turn fosters children's self-confidence and esteem.

## 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?	1

### 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?	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

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