

## Inspection report for early years provision

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<b>Unique reference number</b>	111665
<b>Inspection date</b>	14/07/2009
<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 1998. She lives with her husband and one daughter in a house in Gosport. The house is within walking distance of local schools, shops and parks. There is a fully enclosed garden available for outside play. The adult children of the household regularly visit.

The childminder is registered to care for a 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 six children in this age group. 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 is a member of the National Childminding Association (NCMA) and is part of the Fareham and Gosport Network.

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

Overall the quality of the provision is good. The childminder demonstrates a good knowledge about the children's individual requirements, backgrounds and families. She has good relationships with parents ensuring she is fully knowledgeable about children's individual routines. This enables the childminder to have a shared understanding of the children to effectively meet their needs. The childminder provides an inclusive environment ensuring all children have access to the same provision and resources. She has identified areas of development she wishes to address as part of the continuous improvements of her setting.

## **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 in order to match the observations of children to the expectations of the early learning goals and fully identify next steps across all areas of learning
- establish systems to obtain a regular two-way flow of information between other early years providers to ensure consistency with children's individual learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to seek any necessary emergency medical advice or treatment for all the children (Safeguarding and promoting children's welfare)

28/07/2009

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

Children are safe and secure and the childminder conducts risk assessments of her home and outings to ensure hazards are identified and minimised. She has information about the children which she stores securely to maintain confidentiality. The childminder has obtained parental permissions to go in transport and to enable her to administer first aid to the children in her care. However, the childminder does not currently have written parental permission in place to enable her to seek or obtain emergency medical treatment or advice from outside professionals. This does not ensure children are treated without delay in an emergency.

The childminder has successfully addressed her past recommendations which feeds into the continuous improvement of her setting. She attends regular training to ensure her expertise and knowledge is updated and enhanced. The childminder has given parents a questionnaire to enable them to write comments about her provision and practice. Parents are happy with the setting. They state 'the setting you provide is fantastic. It's warm, welcoming and a safe environment where the children can be themselves'. The childminder communicates with parents at the beginning and end of each day. She cares for some children who attend other early years provision such as the reception class at school. The childminder has not currently established systems to ensure a two-way flow of information is shared between these providers. This does not ensure consistency with children's well-being and development is fully achieved.

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

Children are happy and settled within the childminder's home. The childminder recognises their individual needs such as when they are hungry or due a sleep. Children are able to sleep where they feel most comfortable and the childminder gives them their comforters to help them to relax. The childminder interacts at the children's level, listening and responding to their words and babbles. This ensures they feel valued for their communications.

The childminder has devised assessment systems to track children's development. She records what children have been doing within individual diary books and collectively within the large scrap books. The childminder uses the information from her observations to plan children's next steps. However, she does not currently plan children's next steps across all areas of learning on a regular basis and observations of the children's progress are not currently matched to the expectations of the early learning goals.

Children develop problem solving skills. Toddlers enjoy working out how to fit pieces of puzzle together and young babies explore the shapes and the shape sorter. Young toddlers have fun as they thread coloured cotton reels onto coloured threads. The childminder extends the learning by talking to them about how they need a knot at the end of the thread to stop the cotton reel coming off. Children enjoy putting facial features onto the 'Mr Potato Heads' and the childminder

extends their learning by encouraging them to identify the names of the different features.

Children obtain fresh air and exercise on walks to and from school and from playing outside in the childminder's garden. They have fun as they snap the castanets open and shut and bang on the drums. Children enjoy using a variety of tools to roll and manipulate play dough to make objects and shapes.

Toddlers have fun as they play with a range of handbags and put them across their bodies. They attempt to put a bag across two of their bodies and the childminder talks to them about how this is not safe. This equips children with the tools to manage their own safety independently in the future. The childminder encourages children to cover their mouths and noses when they sneeze and/or cough and talks to them about wiping their noses to dispose of the germs. This develops children's understanding about how to manage their own hygiene.

The childminder uses lots of positive praise and encouragement for children's good behaviour and achievements. She talks to them at their level about why it is not safe to throw toys across the room which in turn develops their knowledge about managing their own behaviour. The childminder treats all children as individuals and enables all children to access all toys and resources. Children sit together at mealtimes which ensures they all feel a sense of belonging.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a written statement of procedures to be followed in relation to complaints is in place 28/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register 28/07/2009