

## Inspection report for early years provision

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<b>Unique reference number</b>	111891
<b>Inspection date</b>	28/07/2009
<b>Inspector</b>	Hazel Stuart-Buddery
<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**

This childminder has been registered since 1985. She lives with her husband and adult child in a semi-detached property in Cove, Farnborough. Local amenities are within easy walking distance. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outside play. She is registered to care for a maximum of six children at any one time and is currently minding four children, of which, three are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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

Overall, the quality of the provision is outstanding. Children are extremely happy and settled in the childminder's care. Their welfare requirements are met exceptionally and their learning and development requirements are met well owing to the care and commitment of the childminder. Effective systems are in place that ensures children play safely and securely within a home environment. A comprehensive self-evaluation is used as a reflective tool to continually identify key strengths and areas for further enhancement to ensure the outcomes for children are improved. An inclusive practice is promoted and creative systems and procedures ensure that close working partnerships with parents and children are fostered.

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

To further improve the high quality early years provision the registered person should consider:

- further developing the systems for assessing children's progress by using structured observations on an ongoing basis, that match the expectations of the early learning goals and identify the child's next step in their learning to inform planning for each child's continuing development
- summarising children's assessment records so they clearly show their progress towards the early learning goals and their next steps in learning.

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

The childminder demonstrates a real commitment and passion towards the children she cares for. She has completed a comprehensive self-evaluation that is used effectively as a tool to reflect on her practice. The evaluation has highlighted areas for development; procedures are in place and changes have been made to improve the outcomes for children. All issues from the last inspection have been addressed. The childminder is highly committed to her own professional development and attends a wide range of courses and workshops that have a positive impact on the children. A wealth of good quality information about the

setting is shared with parents. They are encouraged to be part of the childminder's self-evaluation process and recent questionnaires completed by the parents state how happy they are with the care and education provided for their children. Written daily diaries keep parents informed of their child's progress and regular informal meetings take place to discuss children's future learning targets. Learning and development books are maintained for all children and clearly show that children are making good progress in their development. Parent information packs, published by the Department for Children, Schools and Families, about the Early Years Foundation Stage (EYFS) are used to help parents fully understand the childminder's responsibility within the EYFS framework.

Children are highly safeguarded while in the care of the childminder. Detailed and comprehensive risk assessments are completed within the home, garden and for all outings, this ensures children play in a safe and secure environment. Children learn how to keep themselves safe as they participate regularly in fire drills; children use this procedure and re-enact the scenario while they play in the play house outside. The childminder has a secure understanding of child protection and of the procedures to follow. She has a detailed and comprehensive written policy that clearly outlines her responsibilities in this area.

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

Children play in a clean and well maintained home environment where hygiene procedures help to prevent the spread of infection. Pictures and posters in the bathroom remind children to wash their hands after using the toilet. They have daily opportunities to develop their physical skills and get lots of fresh air as they play in the garden. Some children recall their favourite activities are playing in the cars and in the play house. Children enjoy the time they spend with the childminder and each other and excellent relationships are fostered. They cooperate well during play and happily share and take turns. The childminder offers lots of praise and encouragement at every opportunity; children respond well to this and display high levels of confidence and self-esteem.

Children are extremely happy and settled. They are treated fairly and valued as they are given lots of choices and their decisions respected, helping them to feel safe and secure. A wide range of good quality, age appropriate resources are freely and safely accessible that ensures children make good progress in all skill areas. Pictures of a further range of toys are displayed in a flip chart style book, which enables children to make choices from a wider range that is available, although not accessible. Children are totally engaged in their play and show confidence in their surroundings. They happily play independently and chat constantly to themselves as they explore the small world figures. Some children happily recall a trip to the cinema with their friend and the childminder uses this information to extend their knowledge and information with appropriate questioning. Children enjoy colouring and use pencils with increasing skill, they smile proudly as they are praised for colouring well between the lines. The childminder interacts well with the children and provides a balance of both adult-led and child-initiated activities inside and out. The emotional needs of younger children are recognised and met well. The childminder recognises signs of

tiredness and ensures they get the rest they require. She works closely with parents to ensure home routines are followed and continuity of care is offered.

The childminder has a good awareness of the learning and development requirements and continually reflects on how she gathers relevant information to ensure an individualised learning programme is provided for all children. Regular written, spontaneous observations are made on the children; these are linked to the areas of learning and the early learning goals, although do not always identify what the next stage of learning is. Observations are supported with examples of children work. Structured observations to identify where children's current development is within the early learning goals are not completed on an ongoing basis to ensure children's continuing development. Currently the childminder does not summarise the progress children make towards the early learning goals and it is, therefore, not easy to see at a glance exactly where children are in their development. This has been identified as an area for improvement.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
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>	1
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?	2
How well are children helped to make a positive contribution?	1
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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