

## Inspection report for early years provision

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<b>Unique reference number</b>	112802
<b>Inspection date</b>	23/11/2009
<b>Inspector</b>	Judith Reed
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 1990. She lives with her husband in the Titchfield area of Hampshire. The property is accessed up a step and all areas of the ground floor are used for childminding. There is a fully enclosed garden available for outside play, which is down some steps from the raised decking.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She currently cares for three children in this age range. She also offers care to children aged over five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The family have some guinea pigs and a rabbit.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder knows the children in her care very well and is able to be flexible according to their individual needs. Equality and diversity is effectively promoted. The childminder continually evaluates her childminding practice to ensure she is meeting the needs of the children. She has started to identify some aspects of her provision which she would like to develop further and her commitment to ongoing training provides a sound basis for her capacity to maintain continuous improvement.

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

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

- continue to develop and improve observations of each child's achievements, interests and learning styles
- develop partnership working with other professionals to help improve outcomes for children

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

Children are safeguarded as the childminder is very well organised and ensures she has all necessary paperwork in place. The adults in the property are suitability checked, as required. An appropriate safeguarding policy is in place and the childminder ensures parents are fully aware of these guidelines. Children are very well supervised by the childminder who also puts in place all necessary safety equipment. Children remain on the ground floor unless sleeping in a cot. Full risk assessments are carried out for the home, garden and a number of different outings. The childminder ensures all areas of the home are safe and suitable for

the children attending. Partnership with parents is important to the childminder and she builds good relationships and keeps them fully informed about their children. Parents complete forms giving contact information and consents for using transport, outside play equipment and going on outings. They also give the required written permission for emergency medical advice or treatment. The childminder ensures both herself and the parents are fully briefed about the children through conversation at the beginning and end of the day. The childminder shares her observations and photographs with the parents. She also talks to key workers at the local pre-school. However, more formal communication has yet to be established to exchange information about children's learning and development to ensure their individual needs are met.

The childminder promotes equality through offering a range of ethical toys and books. She provides craft activities which promote and celebrate difference and acknowledges a number of different festivals. Children are encouraged to talk about their cultures and language. The childminder has an equal opportunities policy in place. She works closely with parents to support all children and discusses their individual needs. The childminder is able to link with other professionals to support children as required. The learning environment helps children make progress and learn as they make choices from a wide selection of toys and activities. The childminder stores equipment around the rooms, in a number of large, clear plastic boxes so that children can see what is inside. When younger children have a nap the others are encouraged to play with toys which are not safe for very young children, such as Hama beads. Children sit at low tables which enables them to easily access the materials.

The childminder is skilled at evaluating her childminding provision and makes continual improvements. She keeps up to date by reading her informative childminding magazine. A written self-evaluation is completed and this helps to target ongoing training which will be a benefit to the childminding provision.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive and are relaxed in the care of this childminder because they are familiar with the home environment and they make choices about their own activities. They move around freely and talk to the childminder about their activities. The children are active learners. The childminder is fully involved in the children's activities and sits with the children on the floor and at low tables. Children's learning is well supported because the childminder knows the children very well and is fully aware of their individual stages of development. The childminder talks to parents each day when the children arrive. They work closely together to enable children to achieve good outcomes. The childminder makes plans for each day when the children arrive and she knows their individual mood and requirements. Children are very young and are often affected by not sleeping, teething and generally feeling 'under the weather'. She takes children out frequently and they regularly visit the local zoo park as the childminder has a season ticket. They also visit the local beach, shops, various country parks, and childminding groups. The childminder strikes a good balance between adult-led

and child-initiated activities. The childminder makes regular, brief observations of children's development. She makes her plans from these observations and uses the appropriate documentation to set the next steps for children's development. Children particularly enjoy using play dough and the childminder asks them to set out the table and stools in preparation for the activity. Children tell the childminder where she must sit and they share the equipment from the large storage box. The childminder talks to the children as they play happily together. Children are encouraged to create letter shapes with the dough and they say they will make their names. Children copy the letters and the childminder supports them. They count the letters and talk about the shapes they have made. Children also cut out stars and circles with cutters, and say some pieces are bigger and some are smaller. Children also create imaginative creatures with the dough to build a scenario. This well organised, yet relaxed and enjoyable activity includes all six areas of learning.

Children's good health and hygiene are promoted and the childminder helps children learn how to remain healthy. They develop a healthy lifestyle through daily physical exercise. Children benefit from a wide range of outings and they use the garden for outside play. Children also walk to and from school and pre-school daily. Children follow suitable hygiene routines and access the downstairs toilet easily. Suitable nappy changing procedures are in place and the childminder ensures there is no cross infection by using children's individual changing mats and personal equipment. Parents currently provide snacks and meals for the children. The childminder ensures children have regular drinks and employs well thought out tactics to encourage drinking for good health. She is fully aware of children's individual dietary requirements.

Children have a positive attitude towards learning and participation as they join in activities together and learn to share toys and equipment. For example, they play with the stacking cups and as the childminder builds a tower and the younger children knock them down, older children are encouraged to count the number of cups in the tower. Children also develop skills for the future and communicate well. They learn to cross roads and walk appropriately when going to and from pre-school. They learn about taking off and putting on their shoes and coats. They also learn about mixing with other children and adults at pre-school, as well as when out and about.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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