

## Inspection report for early years provision

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<b>Unique reference number</b>	EY376999
<b>Inspection date</b>	02/02/2010
<b>Inspector</b>	Lynne Elizabeth Lewington
<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 was registered in 2008. She lives with her husband and two children in Bramley, near Tadley, Hampshire. The whole of the property is used for childminding and there is an enclosed garden for outside play. The property has level access and toilet facilities on the ground floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register. She is registered to care for a maximum of four children under eight years old at any one time no more than two may be in the early years age range. Currently there are three early years children on roll. The childminder is also registered to provide overnight care for one child. She is able to walk and drive to local schools and pre-schools to take and collect children. The family have a dog and two cats.

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

Overall the quality of the provision is good.

Children benefit positively from the caring childminders passionate enthusiasm for her work. The homely environment promotes a sense of security from which children undertake a variety of activities both in the home and the community enabling them to develop their interests and knowledge. The childminder demonstrates a keen interest in developing her knowledge and skills indicating that she will continue to positively develop the service she offers to young children and their families.

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

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

- improve the daily record of the names of children looked after and their hours of attendance on the premises
- continue to develop reflective practice and self evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children

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

Very good care is taken to safeguard children. Comprehensive information is available for parents about the childminders role in safeguarding children and all parents are provided with local authority safeguarding information. A comprehensive risk assessment is in place and reviewed six monthly ensuring appropriate risk management is in place to meet the children's developing abilities. Children develop their awareness of safe behaviours through the good example of

the childminder, activities and gentle reminders. For example, children are learning the green cross code when they go on outings, they talk about why waving long pieces of train track in the air by your friends is dangerous and learn not to run indoors and climb on the furniture.

Positive and trusting relationships develop with parents and carers enabling good communication. Information about children's care, learning and play is regularly shared, both verbally and through the use of daily diaries and learning records. Parents add comments and information to the learning records ensuring they provide a full review of the children's progress and development. The childminder gathers information about the children and develops her knowledge of their likes, dislikes and interests enabling her to plan for their individual needs. She encourages through her interaction with children and their families an adaptable environment where individual needs and wishes are respected and every child is included. The childminder recognises the importance of developing positive working relationships with others involved with young children. For example, they go out with another childminder to country parks and they regularly use the local children's library.

The childminder understands her role well and has attended relevant training opportunities to help her in her work. Current self-evaluation does not consider the service offered in depth although it does provide a base for future improvements. All areas of the property are accessible to the children with supervision. This provides them with a variety of rooms for their play and rest and helps to promote a homely environment where they can make independent choices from a wide variety of good quality toys and activities. All the required documentation to meet the requirements of registration is maintained, however, the current system for recording attendance is confusing.

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

The childminder has an excellent understanding of how to promote positive outcomes for children. Children undertake a range of fun activities each day which provide them with opportunities to develop in all areas of learning. The childminder actively encourages children to make independent choices in their play and to share ideas of things they would like to do when they next visit. For example, a child requested to play with bubbles and so the childminder ensured the equipment was ready for his next visit. Children benefit from a variety of planned and independent play opportunities throughout the day. They also have opportunities for outdoor activity everyday in the fresh air and natural light and opportunities for rest or quiet activity. These simple experiences promote their senses and feeling of well-being.

Children demonstrate their increasing awareness of size, shape and position as they help to build a train track. They use their imaginations as they talk about the carriages and what is happening when they crash. Children demonstrate increasing language skills as they experiment with food colouring, baby oil and flour, predicting what may happen and commenting on their findings. The childminder

sits at the children's level, listens attentively and responds appropriately encouraging their involvement. Children enjoy a story with the childminder; they look at the pictures and listen to her read making comments about what they can see in the pictures. Each day they look and comment on the weather and record their findings on a weather chart increasing awareness of the world around them.

Children enjoy an excellent variety of fresh food each day which they help to prepare on occasions. For example, they help to make scrambled eggs and tuna pasta. Snack times enable children to boost their energy levels as they enjoy a variety of fresh fruits and breadsticks. Drinks of water or milk are also provided. Meal times are a special enjoyable social occasion where they sit together to enjoy their food and talk about their experiences. Children demonstrate increasing awareness of good hygiene routines.

Generally children behave well. They develop their awareness of good manners and the importance of learning to share and take turns through their interaction with their playmates and the childminder. They demonstrate increasing confidence in stroking the cat and behaving kindly and gently towards it under the close supervision. Outings in the local community and the up-to- date books depicting a diverse society help the children to develop an awareness of the diverse society around them.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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