

## Inspection report for early years provision

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<b>Unique reference number</b>	EY386191
<b>Inspection date</b>	23/04/2010
<b>Inspector</b>	Caroline Hearn
<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.

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## **Description of the childminding**

The childminder registered in 2008. She lives with her husband and three children aged one, four and eight years. They live in Andover, Hampshire. The family lives in a first floor flat, which is accessible due to the rear of the property being at street height. There is a fully enclosed rear garden for outside play. The family has a dog and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of four children at any one time, of whom one may be in the early years age group. There is currently one child on roll in the early years age group.

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

Overall the quality of the provision is good.

Children are relaxed and happy in the care of this childminder. The childminder has obvious enthusiasm for her role and is able to use this to enthuse the children and ensure they become engaged in a wide range of activities. This ensures all children make good progress in their learning and development. The childminder also makes good use of self-evaluation to reflect on her practice and ensure this continues to meet the needs of all children in her care.

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

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

- encourage parents to contribute to their children's developmental profiles, including experiences of children's starting points and their ongoing learning journey.

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

The childminder understands the need to safeguard children and this underpins all aspects of her practice. She is aware of the local child protection procedures and how to follow up any concerns she may have. She undertakes detailed risk assessment on her home and any outings she may take the children on. The childminder also has a detailed set of policies and procedures that underpin her good practice. All this contributes to children being safeguarded properly.

The childminder reflects well on her practice and acts on these reflections to develop her practice. She has considered her training needs and booked herself on to courses that will enhance her existing good practice. She promotes equality and diversity, recognising each child as an individual with a particular set of needs. She ensures she has sufficient information for each child to enable her to meet their

needs. The childminder has a wide range of resources and these are regularly rotated to ensure they provide children with sufficient challenge.

Parents speak warmly of the care and support given to their children, appreciating flexible settling-in arrangements. They enjoy friendly, but professional, relationships with the childminder. The childminder shows an appropriate understanding of how to form links with other professionals and services concerned with the care and development of the children.

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

Children undertake a wide range of activities to ensure all the areas of learning are covered. The childminder maps out broad topics such as 'Spring' then encourages the children to explore these following their interests. This may lead to the children making spring pictures and planting flowers or visiting farm parks to see spring lambs. The childminder also uses everyday play to introduce new concepts to the children such as colour, numbers and shapes. Children are able to mirror these activities and ask others to name the colours of the soft balls or shapes of the toys. The children clearly enjoy their learning and have a strong sense of having fun.

The childminder maintains clear developmental records showing children's stage of development and future goals. These are shared with parents and contain examples of children's work and pictures of them undertaking various activities. These profiles do not, however, contain children's starting points or parents' comments. The childminder does, however, discuss these with parents.

Children learn to keep themselves safe as the childminder encourages them to stop and look before crossing the road, and asks them to tell her if it is safe to cross. Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is generally good and they are considerate to the needs of others.

Children enjoy a balanced diet and are encouraged to try different types of fruit and vegetables. To encourage children to try different foods the childminder has taken them to a community food tasting event. This sort of activity well supports children's understanding of healthy eating and the need for a balanced diet but also allows them to feel part of the local community. Children are safeguarded from the spread of infection as the childminder encourages them to follow simple everyday routines such as hand washing and not sharing cups. Children enjoy daily opportunities to undertake outdoor play and learning.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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