

## Inspection report for early years provision

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<b>Unique reference number</b>	110702
<b>Inspection date</b>	15/01/2010
<b>Inspector</b>	Michele, Karen Beasley

<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 has been registered since 1996. She lives with her husband and two older children. They live in a house in a residential area of Cowplain in Hampshire. Mainly the ground floor of the home is used for childminding. There is a fully enclosed rear garden available for outside play. The family have pet rabbits housed in the garden and a hamster.

The childminder is registered to care for a maximum of six children at any one time; of these four may be in the early years age range. Currently, the childminder has four children on roll in the early years age group. The childminder also cares for older children. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are extremely secure within their surroundings and thoroughly enjoy their time with the childminder. Written policies and procedures are shared with parents and permissions are in place. The childminder has systems in place to track children's learning and development to identify how to progress children at their age and stage of ability through the early learning goals. She finds evaluating her practice has a positive way of recognising areas to improve on she is committed to more ongoing training in advanced child protection to update her knowledge and understanding.

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

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

- provide opportunities for children to gain an awareness of the cultures and lives of others through a range of activities

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

The childminder has made improvements since her last inspection. She has a secure understanding about child protection and the procedures she should follow if abuse of a child were suspected or if an allegation were to be made against her or others while children are in her care. The childminder would like to develop her knowledge in this area by attending an advanced child protection course. The childminder carries out a risk assessment of her home and on outings to ensure any hazards identified are dealt with promptly to ensure children's safety.

The childminder has some resources which promote awareness about diversity such as books, puzzles and small world figures. The childminder seeks information

about children's home backgrounds that helps her recognise and value their individuality. She provides activities such as outings into the community where they socialise with others. However, the childminder does not incorporate cultural activities into her planning. Consequently, children do not have a wider view of society and the world we live in.

The childminder establishes strong relationships with parents. She meets both parents during the initial registration visit in her home prior to children starting in her care. This provides good opportunities to discuss her provision and their needs in detail. Parents complete contracts, consent forms and forms that seek additional information about children's individual needs, interests and dislikes. This helps the childminder identify their starting points, home routines and backgrounds in order to provide continuity in their care and development. Once care is established, children benefit from the effective two-way sharing of information the childminder has with their parents. She shares all her policies and procedures with them at the outset and obtains their written acceptance of them. As a result, they are fully aware of the care they can expect their children to receive. In addition, the childminder implements individual daily diaries for younger children of how they have spent their day and any achievements made.

The childminder does not currently care for children attending other early years settings or those who receive support from outside agencies. Through discussion she states she is happy to work in partnership with other professionals to ensure consistency is obtained for the children.

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

Children have positive relationships with the childminder who meets their individual needs well. She spends time asking the children their views about the setting and has implemented a thoughts and feelings box for children who would rather write down their feelings to be shared on an individual basis. It is evident through photographs and observation that children enjoy their learning such as making fruit kebabs, planting and growing tomatoes, courgettes, carrots and parsnips. The tomatoes are made into tomato soup which the children try. Activities are carried out through play and children are supported to reach their full potential. The childminder has devised observation and assessment systems to track children's learning and progress in line with the early learning goals. The observations are conducted on a regular basis across the areas of learning. This enables the childminder to collate information about the children, photographs of the children are also included. It is clear to see from the individual records of children's progress the actual stage of development they are at or what the intentions are to plan for their progression in all areas. Consequently, this represents an accurate picture of the children's development.

The childminder supports children's learning and development well. She is quick to follow their interests and builds on these to extend their development and learning. Children are keen to participate in activities and they show great delight as they count and enjoy playing a hide and seek board game, where they have to

spot the difference once a card in a picture is turned over. The childminder encourages children to develop strong communication skills as she introduces new words whilst children look at flash cards which they repeat, such as 'fish'. Children show good levels of confidence and independence as they choose their own resources that are easily accessible. Children show curiosity as they look at spiders through magnifying glasses. The childminder takes children out for physical play to country parks, Children's centres and soft play areas, where they develop physical skills, such as climbing, running, going over and under obstacles, going down slides and interacting with other children. These activities help children develop enthusiasm for learning and confidence to try new things, and they make good progress towards the early learning goals.

Children show they feel safe and trust the childminder as they give her spontaneous hugs, and as they laugh and have fun while enjoying their activities. Children learn to cross roads safely and participate in fun safety days at a local group. The childminder provides snacks and takes account of the children's likes, dislikes and any allergies. This supports their health well. Children have their drinks available at all times and recognise which is theirs, which promotes good hygiene as they use their own beakers. Routines support good hygiene and the premises and equipment are clean and well maintained.

## 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

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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

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