

## Inspection report for early years provision

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<b>Unique reference number</b>	EY401029
<b>Inspection date</b>	14/01/2010
<b>Inspector</b>	Lisa Jane Cupples

<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 first registered in 2009. She lives with her family in Swanmore, a village near Southampton in Hampshire. The whole of the property is used for childminding and is within walking distance of local schools, shops and parks. There is a fully enclosed garden for outside play and the family has no pets.

The childminder is registered to care for a maximum of six children under eight years; of these, only three children may be in the early years age group. She is also registered to provide overnight care for a maximum of three children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age group and two older children on a part-time basis.

The childminder is a member of the National Childminding Association and she attends local toddler groups regularly.

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

Overall the quality of the provision is satisfactory.

All children are happy and settled during their time with the childminder because she takes the time to get to know the children and their families well. This builds the children's confidence and ensures they feel safe and secure at the setting. Most policies and procedures are implemented well to ensure the setting runs smoothly and children make progress towards the early learning goals. The childminder does not yet have systems in place to evaluate the overall effectiveness of the provision, limiting her opportunities to drive improvement for the benefit of the children.

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

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

- further develop the information shared with parents about the children's starting points with regard to their learning and development
- continue to develop the methods of recording and assessing children's achievements, sharing this information with parents and agreeing ways of working together to extend children's learning
- practise regular fire drills with all the children to ensure they are fully aware of the procedures in the event of an emergency
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Children are safeguarded because the childminder has a good understanding of child protection procedures and knows how to implement them. She has a full written policy in place which includes the relevant agencies' contact numbers and it is shared with parents to ensure they are fully aware of the childminder's safeguarding responsibilities. All adults in the household have been vetted and all visitors are required to sign in and out of the visitor's book to ensure a full record of everyone coming into contact with the children is maintained. All incidents and pre-existing injuries are recorded in detail. Children are safe and secure in the childminder's care because full written risk assessments have been completed and are reviewed regularly. The childminder checks the safety of the premises each day before the children arrive and is vigilant throughout the day, removing potential hazards immediately. For example, wheeled toys are cleared away as soon as the children have finished using them to prevent them slipping and hurting themselves.

The childminder is beginning to monitor the quality of the provision and is taking some steps to improve the outcomes for children. For example, resources are continually purchased to ensure all six areas of learning are covered in a variety of ways. However, there are currently no systems in place to evaluate the overall effectiveness of the setting to help the childminder identify her strengths and areas for improvement. Children are beginning to learn about the importance of equality of diversity through discussions, activities and daily routines. They have access to a range of multicultural resources on a daily basis and are starting to participate in activities to promote their understanding of other cultures and beliefs. The childminder differentiates the activities to ensure all children can join in and organises the space and resources to promote inclusion.

Children benefit from the open lines of communication and the developing relationships between the childminder and their parents. Detailed information is shared about the children's care needs before they attend. The childminder spends time talking to the parents at arrival and collection times, informing them about their children's time at the setting. However, information shared about the children's starting points with regard to the Early Years Foundation Stage (EYFS) and the children's individual learning and development is limited. This results in delays in planning more focused activities and children making progress as soon as they start to attend the setting. Systems are being developed to ensure information is shared with other providers of the EYFS to promote consistency of care, learning and development for the children who attend other early years settings.

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

The childminder has a clear understanding of the EYFS and child development. She spends time observing the children at play and is beginning to identify their next

steps. However, the systems to record and assess the children's progress are at a very early stage, making it difficult for the childminder to accurately track their individual progress. As a result, the information is not currently shared with parents to provide opportunities for them to become fully involved in the children's learning or extend their learning at home. The childminder is attentive and responds well to the children's individual needs. She communicates well with the children and understands what they are trying to say as their speech develops. The childminder introduces new vocabulary and clearly repeats new words enabling the children to practise. Consequently, children's spoken language is developing well. Children enjoy handling books and listening to stories with the childminder. She involves the children in the experience ensuring they are fully involved and she is developing their interest in books. For example, children move the material characters around the book becoming fully involved in the activity. Children reap the benefits of the fresh air daily and practise physical skills during outdoor play in the garden, trips to the local parks and toddler groups. Children count at every opportunity during their play and the childminder encourages and praises them, building their confidence and self-esteem. They learn about the natural world through planting and growing activities in the garden. Children enjoy singing and are beginning to match actions to rhymes, clapping their hands and giggling as the childminder sings to them.

Children have access to writing materials throughout the day and their emergent writing skills are being promoted in a variety of ways. For example, children know how to hold the pens and pencils correctly. They are encouraged to work things out for themselves and the childminder is always nearby to offer support and encouragement. For example, children work out how to put the dolls in and out of the buggies. Children are beginning to learn about the wider world through activities and resources, such as multicultural toys and stories about other cultures. They use electronic toys everyday as they begin to develop an understanding of technology. Older children have the use of the family laptop, which is supervised to ensure their safety.

Children from a young age begin to learn how to keep themselves safe. For example, they know they must hold the childminder's hand when climbing the stairs and they do not venture into the kitchen when the childminder is cooking. During activities the childminder continually reminds the children how to keep safe through discussion. For example, she reminds children to put their slippers on so they do not slip on the flooring or trap their toes under the rocking horse. Children know they must sit at the table when they are eating so they will not choke, and the consistent routines of snack and meal times also develop the children's social skills. The childminder has clear health and safety rules in place, which are implemented consistently. She has a written fire evacuation plan. However, the childminder has not yet carried out any fire drills with the children to ensure they know what to do in the event of an emergency.

Children are beginning to learn the importance of good personal hygiene and are developing their self care skills effectively through discussion and routines. For example, children are actively encouraged to wash their hands at appropriate times and they use individual hand towels to help prevent the possible spread of infection. Effective nappy changing procedures are used to ensure all children and

the childminder are protected. For example, the changing mat is cleaned thoroughly after each use and the childminder cleans her hands before and after each nappy change. The childminder promotes good health through nutritious snacks and meals, including fresh fruit and vegetables. She talks to the children about the types of food that are good for them and shares information about their diets with the parents to ensure they are well informed and the healthy eating policy is reflected in practice. Children are comfortable in the childminder's care and often seek cuddles as they snuggle down to hear stories, showing clearly that they are confident and relaxed in the childminder's care. Children behave well because the childminder implements the clear rules and boundaries consistently; ensuring children know exactly what is expected of them. Children are busy and fully occupied during their time with the childminder, which has a positive effect on their behaviour.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

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

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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