

## Inspection report for early years provision

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<b>Inspection date</b>	25/03/2010
<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 was registered in 2009. She lives with her husband and their toddler and school-aged child in Emsworth, Hampshire. The premises are accessible and children play on the ground floor where there are toilet facilities. Rest facilities exist on the first floor. There is a secure garden for outside play. The home is within walking distance of St James Primary School and local parks. The family has a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder provides children with a welcoming and family environment. Their individual care needs are met because the childminder knows the children very well. Children are provided with a varied range of resources and interesting activities which support them to develop in all areas of their learning. The childminder is starting to reflect on her practice and is aware of the strengths of her provision and the areas she needs to continue to develop.

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

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

- develop systems of self-evaluation to identify and maintain continuous improvement.

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

Children are safeguarded. The childminder has good knowledge of child protection issues and the procedures for making a referral, which includes the procedures she would follow in the event of any allegation being made against her or others. In the event of an emergency children are only cared for by suitable adults.

Children benefit from the relationship the childminder builds with their parents. They exchange information daily regarding the care they wish their children to receive and are kept well informed of how their children have spent their day. Information about some of the progress children are making is shared verbally and in children's learning journeys. Parents are encouraged to exchange information about interests they note their children have at home. The childminder has a range

of written policies and procedures which she shares with parents. Records of risk assessments for the home and outings are in place. Consequently, this ensures the children's safety at all times.

The childminder organises her home to enable children to have free access to a range of resources which support their development in all areas. She observes children while they play and has a good knowledge of their capabilities. The childminder ensures the knowledge she has of children is reflected in their individual progress records. As a result, all records show the actual stage of development children are at or what the childminder is intending to plan in order to progress their learning in all areas. The childminder is starting to reflect on her practice and is aware of the strengths of her provision and the areas she needs to continue to develop. The childminder has started to make links and share information around children's development within other settings providing the Early Years Foundation Stage that children attend.

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

Children enjoy a wide range of activities both at home and when visiting groups, such as local Sure Start children centres. The childminder carefully uses her observational assessments as well as unrecorded observations of the children's individual progress to plan suitable challenges. She develops weekly activity plans which take account of planned activities at the various groups the children attend. In this way she ensures they experience activities that promote all areas of learning, with good exposure to their local community and its diversity. This helps ensure children make good progress towards the early learning goals.

Children are happy and show they are confident in the childminder's care. She extends their ability to communicate and think as she asks open questions and encourages them to think matters through. Children express themselves clearly, enjoying their conversations with the childminder. Children have good opportunities to show curiosity and explore, such as when they use bubble wands in the garden and closely examine them, or as they jump up and down in puddles outside in the rain. They develop friendships with the childminder's young child and enjoy being involved in anticipating enjoyable activities, such as playing with magic sand. All children are welcomed into the setting and provided with resources to help them gain knowledge of the wider world.

Children behave well and the childminder is very consistent, which helps them learn appropriate behaviour. They show thoughtfulness and an awareness of expectations as they consider whether, or in what order, they need to take their turns during a game. The childminder kindly helps them by reminding the children.

The childminder's effective interaction is supporting them to develop their language and communication skills. Children enjoy acting out and singing to favourite action rhymes the childminder sings to them whilst playing musical instruments. Children ask for the same songs over and over again. The childminder takes time to listen to what the children have to say and models the correct language back to them for words they pronounce incorrectly. Children develop

clear understanding of how to play safely. The childminder encourages them to consider the possible consequences of not sitting properly at the table during snack time. Children use large apparatus in parks. This helps them identify and learn to manage suitable risks.

Children show independence as they put on waterproof outdoor clothing and put wellies on to go out into the garden. The childminder provides healthy snacks and drinks are always available. She encourages children to have rest times, which they quickly settle to. This ensures they cope well with their day and have energy for their activities. This supports the children's understanding of how to be healthy.

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