

## Inspection report for early years provision

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<b>Unique reference number</b>	EY393440
<b>Inspection date</b>	12/05/2010
<b>Inspector</b>	Loraine Wardlaw
<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 2009. She lives with her husband and two children, one of whom is of primary school age and the other is under five years. They live in a house within walking distance of local schools and pre-schools in Hook, Hampshire. There is easy access to the house from the road. The ground floor of the childminder's house is used for childminding, and one room upstairs is used for sleeping purposes. There is a secure garden for outside play. The family have a dog, a cat and a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years, of whom, two may be in the early years age group. She is currently minding four children in the early years age group on a part-time basis. 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.

Children receive warm and sympathetic care from the childminder in her safe and nurturing home. The childminder is very receptive to children's individual needs and unique personalities. She has a good grasp of the Early Years Foundation Stage requirements and after only a short time of caring for children is gaining a well developed knowledge of their learning and care needs. The partnerships with parents, local school and pre-school are a key strength of the provision. Regular self-evaluation by the childminder ensures that priorities for development are identified and acted on, resulting overall in positive outcomes for the children.

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

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

- improve the record of risk assessment to ensure it covers all hazards identified in the home
- develop further the observational assessment system to consistently plan 'what next' for individuals and groups of children as they progress towards the early learning goals.

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

The very organised and efficient childminder ensures children are safeguarded well. She is confident about the child protection procedure should she have concerns that a child is being abused and is alert to the signs and symptoms. The childminder is fairly vigilant with regards to safety matters and conducts suitable risk assessments on her home and garden to ensure hazards are minimised.

However, the record of risk assessment does not include all the risks the childminder has identified such as the loose hanging washing line. Children benefit from the patient care and attention they receive from the sympathetic childminder. She organises her time and day to solely meet the needs of young children. For example, she prepares home-cooked food in the early morning before the children arrive. The childminder uses space well to ensure children can move around freely and take part in a full range of activities. Children can select from a range of age-appropriate toy resources in the living room and the garden is used effectively as an extension to the children's play area. Free-flow play both indoors and out is a strength of the setting with wheeled toys, large and small equipment set out to promote their outdoor play. Photos and art work are displayed in the hall on the child-friendly notice board, which gives children a good sense of achievement and belonging. Documentation is mostly up-to-date and organised well.

The childminder demonstrates a good attitude to inclusion, promoting equality and diversity in her everyday practice. She sees all children as the unique individuals that they are; she values and upholds differences which means that children have a positive sense of identity and self worth.

The newly registered childminder is proactive in updating her knowledge. She is currently undertaking a diploma in home-based childcare, and is keen to do more training. The childminder reflects on her practice and implements improvements such as a questionnaire for parents. She has completed an Ofsted self-evaluation form by hand and has many ideas to improve her provision even further, such as introducing a vegetable plot for the children and developing their learning journeys which are still in their infancy. The childminder builds very effective relationships with parents who write very positively and knowingly about the setting. They enthuse about how quickly children settle with the childminder and report they are extremely happy with the care and learning their children receive. Parents are particularly delighted with the home-cooked, healthy food the childminder provides. The childminder has a professional and collaborative attitude towards parents and other providers who also provide care and learning for the children. For example, when early years school aged children told her of their transport topic, she organised her husband to go into the school to talk about his job as a train driver. As a result, children are happy and very settled during their time in the childminder's care.

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

Within a short time the childminder builds a strong and trusting relationship with the babies and children, making them feel very secure and happy. Non-mobile babies contently explore toys the childminder places near them on the floor. They receive soothing, warm cuddles and attention during their care routines and during their frustrated moments when lying on their tummy. Their vocalisations are imitated and encouraged by the childminder who juggles the individual needs of the various age groups she cares for well. She ensures that they are all safe, happy and engaged in play and learning activities. The childminder responds to children's enthusiasm and ideas for activities with positive patience and ease. For example, four-year-old children ask excitedly if they can have a picnic lunch when

the childminder collects them from pre-school. After sitting on the picnic blanket on the lawn for a few minutes the children say it is too cold to have a picnic and come inside to sit at the table. It is a very social occasion with everyone sitting together, taking turns in conversation, and talking about what they want to do in the afternoon and what they have done in the past. They excitedly recall making smoothie ice lollies and talk about them looking like statues which leads the childminder on to talk about ice, statues and what they are made of. The articulate, older children ask many questions, which meets with good explanatory responses from the childminder. The childminder interacts sympathetically and at times purposefully to encourage them to think and communicate to her.

Four-year-old children enthusiastically take part in well-planned adult-led activities which build on their interests and skills. For example, they are very keen and motivated to make smoothies again, talking eagerly about the different types of fruit they can add in. Each child has a child's safety knife and after deciding which fruits to use, they cut them up themselves on a chopping board. The childminder encourages them to count and problem solve during the activity. For example, she gives the unpeeled banana to the four-year-old and asks them to peel it and give half to the other child, which is done with precision and accuracy. They taste and chop up new fruits such as mango and ask inquisitive questions such as 'why is it plain yogurt?' and 'why apple juice, could put water?' They talk about why the smoothie is pink in colour and talk about what fruits will make the next smoothie yellow. Children demonstrate their many capabilities during their play activities, which are consistently being observed by the childminder. She has started to record her observations, to assess children's capabilities and to build on their next steps. However, because the children are very new to her she has not had the time to cover all aspects within the areas of learning and to fully challenge the children which is currently having an impact on their skills for the future. Children illustrate they have quickly built a harmonious and interactive relationship with their peers. They sit side by side in child-sized chairs, whilst one 'reads' a favourite book, and ask questions, with the other one fully engaged and responding to the questions. They jump excitedly together on the trampoline in the garden exerting their energy.

Children are encouraged to behave well and to tidy away the toys. For example, when one child says to another 'Don't hop about help me' the childminder quickly responds, 'lets help each other' which meets with successful tidying up. They are keen to share the 'golden rules' that are displayed in the living room with everyone and know the safety rules when walking out and about. For example, children are allowed the freedom to walk independently on the pavement but when they come to a road they hold onto the push chair and learn how to cross the road safely, by the childminder's good guidance. Children tell the childminder when they see the cat walking on the kitchen surface because they know it is not hygienic. The childminder swiftly removes the cat and encourages good personal hygiene routines such as regular hand washing to minimise cross infection. Children learn about the diverse world they live in through the resources they play with and the incidental conversations they have with the childminder about different religions. All differences are valued within this home and those with specific cultural backgrounds and traditions will be fully included in the setting's activities.

## 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	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	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise a written statement of procedures to be followed for the protection of children, to safeguard them from abuse or neglect (Arrangements for safeguarding children) 12/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (Arrangements for safeguarding children) 12/06/2010