

## Inspection report for early years provision

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<b>Unique reference number</b>	119849
<b>Inspection date</b>	21/04/2010
<b>Inspector</b>	Lilyanne Taylor
<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 1994. She lives with her husband and school age son. They live in a detached house in a residential area of Shanklin on the Isle of Wight. All areas of the accommodation are registered for childminding. However, the childminder chooses to only use the lower floor of the property for minding. There is a fully enclosed rear garden for outdoor play. The premises are within walking distance to local shops, pre-schools, schools and parks.

When working alone the childminder is registered to care for a maximum of six children at any one time, of these, three may be in the early years age range. When working with an assistant she is registered to care for a maximum of nine children at any one time, of these, six may be in the early years age range. Currently the childminder has eight children on roll in the early years age group, most attend part time. Care is also provided for children aged over five years. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. Her operational hours are Monday to Friday from 8am to 6pm all year round. Children's patterns of attendance and the operational hours of the childminder are flexible to meet parents' requirements.

The childminder is currently studying to gain a National Vocational Qualification level 3 in Home Based Childcare.

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

Overall the quality of the provision is good.

All children's individual needs are thoroughly understood by childminder. She has established a close partnership with parents, other Early Years Foundation Stage providers and professionals involved with the children. Overall, the childminder provides an inclusive setting for all children. Children's welfare is a priority and procedures for maintaining children's safety are effective. The childminder is fully committed to her ongoing professional development. As a result, the outcomes for all children are positive and they are making good progress in their learning and development.

## **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 and her assistant have a sound understanding of safeguarding issues. A comprehensive policy document to support practice is in place and they have attended training to keep their knowledge and understanding in this area current. Effective risk assessments are in place and routinely updated. Daily checklists highlight any relevant safety issues and there are written risk assessments in place for all outings. All required documentation is in place and extremely well organised for ease of access should the need arise. All persons living and working in the household aged over 16 years have had their suitability to be around children confirmed by Ofsted.

The childminder is fully committed to the ongoing monitoring of systems and practice. The knowledge she gains from training she attends is well used to enhance practice. She has a full understanding of how children learn and develop and provides them with a range of activities, resources and equipment that support most aspects of their learning and development in all areas.

The good use made of the Ofsted self-evaluation process has resulted in the childminder and her assistant being able to identify the strengths and areas for development within the provision. Parents are included in the evaluation process and targets set are well placed to have the best impact on children. For example, the childminder is aware that the resources for raising children's awareness of the world in which they live are limited, she is intending to expand on these.

The addressing of previous recommendations has improved the outcomes for children's health and safety and ensured all areas of learning are covered through the activities provided. This shows that the childminder has the willingness and capacity to improve her service.

Flexible daily routines allow children to experience a varied range of activities in both the home and outdoors. Children are able to be supervised at all times. The childminder's organisation of the lower floor of her home means children are always within her sight or hearing. The learning environment is bright and airy and because resources are arranged at low level children are able to access them independently. The childminder oversees the work of her assistant and they work very well together as a team. Currently, the assistant does not have up to date knowledge of first aid, so never has sole charge of the children.

Parents enjoy well-established partnerships with the childminder. They receive a wealth of information during the settling in sessions and information is shared on a daily basis about their children's welfare, learning and development. This means children's individual needs are known and fully supported. Parents comment that they could not be happier with their choice of childcare and that the childminder's flexibility in caring for their children at short notice is of great benefit to them. Systems in place for liaising with Health Visitors, Speech and Language therapists and other Early Years Foundation Stage providers ensure all children's individual

needs are known and their care, learning and development is continuously supported.

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

Children thoroughly enjoy their time with the childminder and her assistant who clearly love their profession. Every opportunity is used as a learning opportunity both indoors and outdoors, children thrive in the play-based environment. The childminder makes full use of information gained from parents at the start of children's attendance. Information she gains is used alongside her own observations to provide for children's next steps of learning, which are incorporated into her future plans. Consequently, children's needs are thoroughly understood and well met through free play activities and adult-led tasks. Children's progress records are shared with parents on a regular basis. These are well organised and the next steps for learning are identified and linked to the six areas of learning. This means that children's development is monitored and any areas for development are identified and able to be supported early.

Children are relaxed in the company of the childminder and her assistant. They share conversations with them and when tired or need reassuring they go to them for a cuddle. Children are polite and well behaved and respond well to the clear boundaries in place. They are learning to share toys and resources with clear explanations from the childminder and her assistant to support this learning. Children persist for extended periods in activities of interest to them. Their verbal language is developing well through the effective interaction of the childminder and her assistant. Younger children explore their surroundings with great interest and are becoming active and inquisitive learners.

Children have opportunities to make-marks with paint, water and chalk. They are beginning to recognise shapes, colours and some letters of the alphabet. Counting and number recognition is part of the daily routine and incorporated into activities, such as making cakes, which the children thoroughly enjoy. Children enjoy trips out to the parks and visits to the beach, where they explore rock pools, draw in the sand and build sand castles. Children are beginning to gain an understanding of some aspects of the world in which they live, through discussions with the childminder and resources such as books and small world play figures. However, they have limited opportunities to gain an awareness of the cultures and lives of others through a range of activities.

Children show a good understanding of hygiene routines. They know when they must wash their hands to get rid of germs and some bring their toothbrush in from home so they can clean their teeth after meal times. Meal times are a social occasion with the children seated together. They thoroughly enjoy a range of nutritious snacks and eat healthy meals brought in from home.

Children start to become aware of their own safety as they play and good supervision ensures that risks are minimised. When issues arise, the childminder and her assistant give clear explanations at the child's level of understanding. Fire

evacuations completed ensure all children are aware of the procedures to follow.

Children enjoy regular physical time outdoors and regularly attend local toddler groups. This provides them with the experience and opportunity to learn how to socialise with other children and adults in larger spaces; which will be of benefit to them when they leave the childminder's care to commence formal education.

## 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	3
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	3
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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