

## Inspection report for early years provision

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<b>Unique reference number</b>	144759
<b>Inspection date</b>	07/06/2010
<b>Inspector</b>	Marilyn Joy

<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 2000. She lives with her husband and three older children in a three bedroom house in Durrington. She uses the lounge and dining room for childminding, as well as the upstairs bathroom and bedroom for sleeping. Children are able to use the garden which contains a flat paved area and a raised grassed area which is accessed by steps.

The childminder is registered to provide care for six children under eight years. She is currently minding five children in the early years age group and three children aged over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to and from local schools and pre-schools. They attend local toddler groups. 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 satisfactory.

Children's health, safety and welfare are promoted well in the well-resourced and caring home environment provided. The childminder is developing her knowledge of the early learning goals and, as a result, children make steady progress in the learning and development. Partnerships with parents are strong which provides a sound foundation from which children develop a clear sense of belonging. The childminder is keen to develop her provision and is currently working towards a level 3 qualification in early years, however, she has not yet established effective self-evaluation systems to enable her to recognise priorities for further development. Recommendations raised at the last inspection have been addressed which means outcomes for children have improved.

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

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

- develop systems to evaluate all aspects of the provision in order to identify priorities for development that will improve the quality of care and learning for all children
- develop arrangements for regularly sharing information with other settings children attend in order to ensure continuity and coherence in supporting their care and learning
- use observations of children's achievements more effectively so that activities and experiences can be organised to ensure children are challenged in all areas of their learning and development
- continue to develop arrangements for involving parents in supporting children's progression and contributing to their learning and development record.

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

Children's welfare is safeguarded because the childminder has effective arrangements in place to ensure the premises are safe and secure and children are protected from harm. The childminder has a clear understanding of child protection issues and has recently updated her knowledge with further training. Risk assessments are thorough and efficient steps are taken to address potential hazards in the home and on outings. The childminder has ensured she has up-to-date first aid knowledge and she is vigilant in her supervision of children. The childminder's documentation is well-organised and all of the required information is in place. Children have access to a good range of resources which are easily accessible and a variety reflect positive images of diversity. Storage is well-organised and tidy which means it is easy for children to make choices about what they want to play. The childminder organises her home well so that children are safe and can be easily supervised.

The childminder is keen to develop her practice and ensure that children are well-cared for. She is currently completing an early years qualification and is developing her understanding of how she can support children's learning and development. As a result, she has labelled her resources and introduced name cards in order to raise children's awareness that print carries meaning. The childminder has some ideas for further development, such as introducing sand and water outdoors, but she does not have an effective system to help her identify priorities for further development and how she can improve outcomes for children. For example, she is aware of the importance of liaising with other professionals to support individual needs but has not yet initiated partnerships with other settings they attend in order to ensure continuity in their care and learning.

Extremely positive relationships are developed with parents. They are provided with an informative prospectus which includes details of the childminder's comprehensive policies and procedures, details of the Early Years Foundation Stage and the care their children will receive. Effective settling-in routines are organised and enable parents and the childminder to agree arrangements for children's care. Ongoing discussions and daily diaries provide opportunities for information to be shared regarding activities and routines, although involving parents in children's learning is not always promoted. Displays of children's work and notices for parents are attractively displayed and help to create a welcoming environment. Parents comment on how satisfied they are with the care provided, the good range of activities their children experience and how settled and happy their children are. The childminder gets to know children and parents well which enables her to ensure their individual needs are appropriately met.

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

Children are happy and settled in the childminder's care. They demonstrate a strong sense of belonging in the confident manner in which they play and interact with the childminder. They eagerly sit up at the table to play with the dough and excitedly talk about what they are doing. They have different facial features which they can use to create a face or use a rolling pin and cutters to make different shapes. The childminder frequently encourages children to identify colours and shapes, to count and work out how many they have left, however, she also misses opportunities to extend them further. For example, linking counting with the written number or reinforcing accurate counting when children get it wrong. The childminder has made a good start with developing records of children's achievements. She is beginning to track their progression against the expectations of the early learning goals and identify their next steps for learning. However, she has not yet organised how she is going to incorporate these into the activities she provides to ensure children are sufficiently challenged in all areas of the learning.

Children engage in a wide range of activities that support their progression. They learn about the world around them when playing in the snow, going for walks and feeding the ducks. They learn about growing when they plant beans and sunflower seeds and then compare the different sizes when filling the pots. Children have frequent opportunities to explore different media and materials as they paint, print and create collages. They find out about the different festivals people celebrate through craft activities. They paint a Chinese dragon and make a card for Valentine's Day. The childminder takes into account children's ages by providing them with different tools and resources. For example, older children have felt pens while for younger children the focus is on ensuring that whatever they use is safe if they put it in their mouths. Cooking is a regular activity. Children stir the mixture, spoon it into cake cases and then ice the finished product. The childminder explains they are all involved and she encourages them to count how many they are making, although as they are not engaged in measuring ingredients for themselves their learning is not extended as much as it could be.

A strong emphasis is given to promoting children's personal, social and emotional development. They are encouraged to play co-operatively and take turns. Clear rules help them to understand what is expected and, consequently, they behave well. They help to tidy up and put the toys away in readiness for lunch which also means they do not trip over them. Children benefit from the childminder's involvement in their play and the relaxed way that she encourages their conversations. They talk about a trip to the 'Thomas' museum and what they are making. The childminder verbalises what she is doing which provides children with the vocabulary they need to express themselves and their first attempts at language are beginning to be reinforced.

Children's good health is effectively promoted. They are offered a range of fruit at snack time and healthy lunch boxes are encouraged with the parents. The childminder models good hygiene routines well and helps children to gain a good understanding for themselves. She explains that she needs to remove the germs

from the table before they have their lunch and why they need to wash their hands. Children are encouraged to be independent and cut up their own banana and peel their satsuma. They are given appropriate utensils so that they do not hurt themselves but are also able to achieve the task set. Regular outings to the park, play in the garden and daily walks are used to promote the importance of plenty of fresh air and exercise. Children develop skills in using a range of large equipment safely and skilfully when they visit the park. Importance is clearly given to keeping children safe on outings because they are able to explain what they have to do to stay safe and the road safety rules they follow. Children are comfortable and at ease with the childminder and enjoy the time they spend with her.

## 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	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	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: Met

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