

## Inspection report for early years provision

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<b>Unique reference number</b>	EY309089
<b>Inspection date</b>	06/12/2010
<b>Inspector</b>	Michele 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 registered in 2009. She lives with her two older children in a house in Gosport in Hampshire. The whole of the ground floor of the home is used for minding. The ground floor of the accommodation is primarily used for childminding. There is a fully enclosed garden for outside play. The house is within walking distance to local amenities such as schools, pre-schools, shops and parks.

The childminder is registered to care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. Currently, the childminder has three children on roll in the early years age group who attend part-time. This provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory 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 satisfactory.

Children are welcomed into a caring environment where they are all included and along with their parents made to feel a part of the childminder's family. The childminder gets to know the children, enabling her to generally meet their learning and development needs. The childminder provides an inclusive setting for all children where they have opportunities to learn about their local area and some aspects of the world around them. However, records required to meet the welfare and learning requirements of the Early Years Foundation Stage are not all in place.

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

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

- develop the knowledge gained from observing children is used effectively so that records of children's progress clearly show the actual stage of development they are at in relation to the stepping stones of the Early Learning Goals and what the intentions are for progressing them onto their next steps ensuring all children are supported to reach their full potential
- build on and maintain effective working partnerships with parents, carers and other agencies in relation to children's learning and development
- carry out fire drills ensuring they are recorded and evaluated in a fire log book
- develop systems of self evaluation to identify and maintain continuous improvement

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

The childminder is able to identify any possible causes for concern and implements the Local Safeguarding Children Board procedures appropriately. She knows what she would do if a child should go missing while in her care and she does have a procedure in place to share with parents. The childminder assesses risks on the premises and records aspects that require checking. She takes effective steps to reduce hazards, such as having socket covers and stair-gates in place to ensure children's safety. She includes information about outings in her risk assessment and shows awareness of how to ensure children's safety when out. However, fire drills are not carried out, recorded and evaluated. This could compromise children's safety in the event of an emergency. The childminder has started to use self-evaluation in her setting to identify her strengths and weaknesses. She is aware of her need to cross reference her observations to the areas of learning and evaluate children's progress to extend and challenge them further. This shows a level of commitment to continual development.

The childminder has made improvements since her last inspection such as completing a first aid course. The children have access to the ground floor of the childminder's house and the fully enclosed rear garden for outside play. The childminder forms caring relationships with children and ensures they are considered, she knows their preferred toys and resources and ensures these are available at different points through the day. Children develop awareness of diversity, cultures and ethnic backgrounds through playing with resources depicting different nationalities. Children go on frequent outings into the community when they meet people from socially diverse backgrounds. Children have clear space within the home to play and organise different activities and games. The childminder is able to challenge the children through the open ended questions she asks them and her understanding of supplying different challenge depending upon each child's individual capabilities.

The childminder develops friendly relationships with parents, they receive information about her practice at the point of registration and are asked for important information about their children to help the childminder develop an awareness of their likes, dislikes and preferred activities. Parents are kept informed about what their children have been doing through informal discussions at the end of each day. The childminder has started to think about making a link 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 are able to make choices about their play as the childminder promotes a child led environment. She speaks knowledgeably of each child and their individual interests and skills and can verbalise some areas she is helping children to

progress in. The childminder has a satisfactory awareness of the different areas of learning, she organises activities that help children develop and uses open ended questioning to challenge children depending upon their own capabilities. Children make cakes, they enjoy role-play, cooking pretend food then feeding it to dolls and teddies in highchairs. They play mix and match character games and ask for a well loved dvd about nursery rhymes to be played, which they happily sing along to. The children's development records include information from parents giving the childminder some ideas about starting points and observations written by the childminder. However, these are not evaluated to ensure children are making progress in all areas of learning.

The interaction between the children and the childminder is relaxed and comfortable. Young children are very settled and enjoy the involvement of the childminder in their activities. They know how to attract her prompt attention, and the childminder shows she values their interaction by promptly responding to them. Such as aiding them during toilet training. This helps build their confidence and self-esteem. They participate well during activities and are at all times busily engaged in play, both with the childminder's support and independently. They freely select resources from the accessible storage of toys and equipment in the playroom and the childminder introduces new ideas to extend their play.

Children behave well in the setting and respond well to the childminder, they are reminded about good manners and their good behaviour is praised and encouraged. They have frequent outings to the park, soft play area and have travelled from Gosport to Portsmouth on the ferry. This helps them develop awareness of their local community and environment. They develop understanding of how to stay safe as the childminder reminds them not to climb on storage chests in case they fall over. Children show confidence and a sense of security in the childminder's company as they snuggle into her for a story.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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