

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343130
<b>Inspection date</b>	11/02/2011
<b>Inspector</b>	Lisa Cupples
<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 2007. She works alongside two other registered childminder's from a property in the Fareham area of Hampshire. All areas of the basement flat are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time when working alone and a maximum of 10 children when working with another childminder or an assistant. The childminder is currently caring for six children in the early years age group and older eight children on a full and part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is able to walk to local schools to take and collect children.

The childminder is a member of the National Childminding Association and she holds an NVQ level 3. She is also part of an accredited childminding network.

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

Overall the quality of the provision is good.

All children are extremely happy and settled during their time at the setting because the childminder takes the time to get to know the children and their families well. The setting is organised well and the co-childminder's work together effectively to ensure the children's individual needs are being met at all times. Clear policies and procedures ensure the children's welfare is promoted successfully and systems are implemented effectively to ensure children continue to make generally rapid progress towards the early learning goals, overall. The childminder reflects on her practice well overall. She has addressed recommendations from the previous inspection, and therefore is well placed to maintain continuous improvement.

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

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

- improve children's developing literacy skills by providing opportunities for young children to recognise their names in print and develop an understanding that in English print is read from left to right.

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

All children are safeguarded because the childminder has an exceptionally good understanding of child protection procedures and referral charts are displayed around the setting. The childminder has attended advance child protection training and has a thorough understanding of implementing the procedures to protect the children in her care. Detailed safeguarding procedures are included in the policies, which are shared with parents to ensure they are fully aware of the childminder's safeguarding responsibilities. Robust recruitment procedures are in place to ensure all adults living and working on the premises have been vetted. All visitors are required to sign in and out of the building to ensure a full record of all those coming into contact with the children is maintained. Children benefit from a safe and secure play and learning environment because full and comprehensive written risk assessments have been carried out and the records are signed and dated in line with the requirements. All the equipment and resources are kept clean and are checked regularly to ensure they are safe for the children and any broken or damaged items are repaired or replaced immediately to protect the children.

All children have access to an extensive range of resources which are stored at a low level and are clearly labelled. This promotes the children's independence and decision-making skills effectively as they self-select and initiate their own play. Positive images are displayed around the setting to promote the children's understanding of diversity. The childminder organises a wide range of multicultural events, such as, celebrating festivals, food tasting activities, arts and crafts and dressing up costumes to develop the children's understanding of the wider world. All children have access to multicultural resources on a daily basis.

The childminder's work together closely together and discuss how the daily routines and activities are running and how effectively their provision improves the outcomes for children. They identify strengths and areas for improvement and act on them to drive improvement. For example, the childminder has introduced time lines to help children settle into the daily routines. Policies and procedures are reviewed every six months and more often if necessary to ensure they accurately reflect her practice and the children's individual progress records are continually reviewed and adapted to ensure they capture as much information as possible.

The childminder has very strong links with the local schools and she regularly shares information with other providers of the Early Years Foundation Stage to ensure all children's care, play and learning experiences are consistent when they attend more than one setting. The childminder works closely with other agencies to ensure all children are protected and supported during their time at the setting. For example, the childminder works closely with Portage. All children benefit greatly from the clear and open lines of communication between their parents and the childminder. Parents are able to discuss the children's progress at any time and have access to their children's records. Information about the children's next learning steps is shared regularly and parents have many opportunities to make written comments about their children's learning. Parents are fully involved in their children's learning and the childminder uses a white board to inform the parents of

current activities and experiences, so they can extend their children's learning at home. Parents fill out questionnaires to give formal feedback about the provision and how they feel their children are progressing, how the setting is working, what they are pleased with and what can be improved. All parents are given copies of books about the Early Years Foundation Stage and discuss the areas of learning with the childminder to develop their own understanding of how the children learn through play. Information and posters are displayed around the setting and newsletters are used to keep the parents fully informed about all aspects of the setting. Whole group outings and events are organised to ensure the parents feel part of the provision, such as family fun days and outings to country parks.

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

The childminder has an exceptionally good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses her knowledge effectively; consequently, all children are making rapid progress towards the early learning goals. The childminder spends time observing the children carefully and then assesses the information to identify their next learning steps. The children's individual interests are incorporated into daily routines and the weekly planning, which ensures they are interested, busy and productively occupied throughout their time at the setting. Each child has a comprehensive record of their progress. This includes samples of their work and photographs, showing how the children are making progress. These are shared with parents. The childminder organises a range of outdoor activities to ensure all six areas of learning are covered both inside and outside to ensure the children benefit from a well-balanced programme of events.

The childminder works closely with the parents as soon as they decide they want their children to attend. She gathers detailed information about the children's starting points with regard to both their welfare requirements, and their learning and development. From this, the childminder plans a vast array of activities and experiences to meet each child's individual needs as soon as they start with her. The childminder has an extremely clear understanding of child development and activities are differentiated to ensure all children attending at any one time can participate fully in everything offered. The children's individual interests are built into the planning and routines and their suggestions are listened to and acted upon. For example, children show an interest in planets and the play develops into making models of planets, wall displays, stories and the introduction of new vocabulary.

The childminder supports children well in gaining useful skills for their future lives, overall. Children's spoken language is developing well and they share their ideas and make suggestions with confidence. However, she does not always support young children fully in developing some aspects of literacy. Children take part in a wide range of physical activities to help their physical development. For example, they enjoy 'brain gym' sessions as they learn how to control and coordinate their

bodies, and develop spatial awareness as they find their own space. They play ball games and develop their hand to eye coordination. Children use their imaginations well and are able to express themselves freely during musical movement, art and craft activities.

Children learn how to keep themselves safe through discussions and activities. For example, the childminder ensures all children practise regular fire drills to ensure they know the procedures to follow in the event of an emergency. They follow the clear and consistent safety rules within the setting. For example, they know they must not run inside the house in case they fall or trip, so hurting themselves or others. They are reminded not to climb when it is unsafe to do so. Children are developing a strong sense of belonging and are extremely happy and settled during their time with the childminder and her colleagues.

Children learn about healthy eating from an early age. The childminder talks with the children about the types of food that are good for them. They enjoy a wide range of fresh fruit and vegetables during snack and meal times, some of which has been grown in their own allotment. All children reap the benefits of fresh air daily, either in the courtyard or garden and during outings to local parks. Good hygiene procedures are implemented consistently across the setting by all the childminders. For example, they all wear disposable gloves and ensure the nappy changing area is cleaned thoroughly with anti-bacterial spray after each nappy change. Children who need to have an afternoon nap have individually labelled bedding to help prevent the possible spread of infection. All visitors are required to take their outdoor shoes off before entering the play area to ensure the carpets stay clean for crawly and toddling children.

All children behave well because they know what is expected of them. The childminder and her colleagues implement the clear rules and boundaries consistently. The childminder is a good role model and the children are encouraged to be polite and are encouraged to show consideration for others.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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