

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415469
<b>Inspection date</b>	08/03/2011
<b>Inspector</b>	Jo Scott
<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 registered in 2010. She is registered on the EarlyYears Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged eight and two years in Farnborough, Hampshire. Children mainly use the living room, kitchen and toilet facilities on the ground floor. Day-time sleeping facilities are available upstairs. There is a fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of five children under eight years at any one time, two of whom may be in the early years age range. She is currently caring for four children; of these, two are in the early years age range and all attend on a part-time basis. She offers care to children from birth to teens. The childminder makes use of local facilities such as parks and the library. She takes children to and from local schools and pre-schools.

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

Overall the quality of the provision is good.

Children's individual needs are met by the attentive childminder who liaises well with parents. Records show that children make good progress but do not always reflect children's experiences at home or at other settings. The childminder has her own systems for self-evaluation. She has successfully identified some of her key strengths and areas for ongoing development to drive practice.

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

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

- improve the two-way flow of information, knowledge and expertise between parents and practitioners, including those practitioners at other settings delivering the Early Years Foundation Stage to children on roll
- develop systems to ensure that over time observational assessment tracks progress across all areas of learning and highlights any areas where children need further support

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

The childminder understands her role and responsibilities in relation to safeguarding children and the procedures to follow should she have a concern. She supervises the children well, moving with them as they play and learn. The childminder completes ongoing risk assessments to identify any hazards in the environment. She teaches children to think about safety, giving clear explanations

about why certain behaviours are dangerous; this helps the children to behave appropriately around hazards, such as cars. The childminder is skilled at planning a variety of activities and opportunities to encourage learning through play, which engage the children. She is very well organised, focused and maintains good quality interaction to support and encourage the children. Documentation is well maintained and the childminder demonstrates a good understanding of meeting the Early Years Foundation Stage requirements.

The childminder has effective systems for evaluation. These have already been successful in improving areas such as getting boys involved in mark making and pencil control; for example, she encourages them to write the weekly menu board. The childminder rotates and stores her toys so that a good selection is easily accessible. Some boxes are marked with pictures and words to help children find toys independently. Children learn about the wider world through planned activities; for example, taking part in craft, cooking and researching on the internet to celebrate Chinese New Year and Australia Day. Children are learning about similarities and differences and developing positive attitudes about equality and diversity.

The childminder has developed her own system for recording children's development in their 'book'. This is very useful for demonstrating to parents what children do during the day and the progress they make. Systems are not yet sufficiently advanced to show where the gaps in overall development are. The childminder is proactive in making links with other providers delivering the Early Years Foundation Stage to children on roll. The flow of information works very well from the childminder but information relating to development at home and pre-school is general, lacking specific detail to best promote learning in partnership.

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

The children are happy and enjoy warm relationships with the childminder and her family. They approach the childminder freely, demonstrating that they feel safe in her care. There are lots of opportunities for children to make choices about what they want to do. They join in with planning the menu for the week ahead and are given the opportunity to choose their favourite meals. The childminder helps children to learn about healthy eating through discussion, experience and growing activities. This week they are starting a growing project planting cress, sweet corn and strawberries, like the ones they already eat. This helps children to learn where food comes from and learn about the natural world.

Children really enjoy imaginative play. The childminder ensures that through her support and by making resources accessible children's enjoyment is extended and challenged; for example, they sit together on the floor playing a game of aliens, building dens and making up narratives and story telling as they play. Children learn to be independent; they wash their hands before snack time and know it is an important part of their routine to protect their health. The childminder chats to the children about safety. They talk about walking and going in the car and she gives

them the opportunity to think about why they behave as they do.

Children behave very well. The childminder is consistent and communicates very clearly, getting down to the children's level and supporting them to share and take turns. Her ongoing praise and encouragement helps children feel valued and they recognise that she treats them with equal concern. Children are developing skills for the future; for example, the childminder encourages lots of mark making and visits to the library to promote early literacy skills.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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	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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