

## Inspection report for early years provision

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<b>Unique reference number</b>	EY258208
<b>Inspection date</b>	30/03/2011
<b>Inspector</b>	Mandy Gannon
<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 2003. The childminder lives with her husband and two children aged twelve and ten years old in Basingstoke, Hampshire. The whole ground floor of the childminder's house is used for childminding and the spare room upstairs for sleeping. There is a fully enclosed garden for outside play. The family have a dog and a lizard.

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 group and of these only one may be under one year at any one time. There are currently five children on role; of these four are in the early years age group. All placements are currently part time. The childminder drives to local schools to take and collect children. The childminder attends the local parent / toddler group. She is a member of the National Childminding Association and has a National Vocational Qualification (NVQ) Level 3 in Early Years Childcare and Education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in a setting where they are valued as individuals. An effective partnership with parents ensures a collaborative approach to meeting the child's learning and development requirements. A well organised, maintained environment ensures children can move and explore safely, although risk assessments require further attention.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessments at least once a year or more frequently where the need arises and when and by whom they have been checked (Premises, environment and equipment) 13/04/2011

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

- record evacuation drills in a fire log book of any problems encountered and how they were resolved.

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

Children are protected, as the childminder understands her role in safeguarding, ensuring that children's care, well-being and learning requirements are met. The childminder has an accurate understanding of child protection and has recently completed the 'initial child protection course'. She is aware of being able to recognise the signs and symptoms of abuse and neglect and the steps and procedures she would follow. Effective systems are in place to promote children's welfare and safety. Daily checks are completed and risks have been accurately identified, and action has been taken to minimise potential hazards, although a record of risk assessments is not fully in place. The childminder has an accurate view of the service she provides through the completion of an evaluation and has identified plans for further continuous improvements. The childminder's drive and ambition is apparent as she has actively completed courses.

Children make choices and independently select from a broad range of toys and resources, which are easily accessible. A well organised environment enables children to select from toys and resources suitable for their age and stage of development, meeting their individual needs. Children benefit from an inclusive setting, where the childminder has an accurate understanding of each child's background and needs, supporting the child and family well. The childminder effectively promotes equality and diversity as she helps children to learn about the society in which they live, and learn about people who are different to themselves. The childminder works closely with and effectively supports parents and carers to identify the need for additional support a child may require as early as possible. She provides leaflets and information to inform and support parents and helps them seek additional help if required.

Children benefit from a strong partnership with parents and carers. Parents are frequently asked their opinions of the setting and effective communication channels are in place. Parents contribute to their children's learning through regular discussions and writing in their daily diaries. All current parents wrote letters of praise for the inspector about the childminder and how much they are happy with and value the service she offers. The childminder is aware of the importance of working in partnerships with others and will re-establish these links when she has a child attending nursery.

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

Children develop a good understanding of fresh air and exercise contributing to a healthy lifestyle. They have regular opportunities to play in the large enclosed garden, which has a wide range of toys and resources available, and they visit soft play venues and parks. Children bring all meals and snacks from home, which are appropriately stored, and the childminder works with parents to ensure healthy, nutritious food is provided. Children are reminded to drink frequently in order to

remain hydrated. Good quality hygiene practices contribute to minimising the spread of infection as hands are washed after visiting the toilet and before food, and bed linen is changed frequently. Effective practice is followed in the management of pets and promoting hygiene. Children have precise understanding of dangers and how to stay safe through discussions and routines. For example, the childminder explains to children about stranger danger, and the reason they must not talk to strangers, without causing fear. Children benefit as the childminder ensures well organised routines enhance children's sense of security and promote their confidence. Fire detection and control equipment is in place and in working order. Evacuation procedures with the children are practised, although these are not recorded.

Children make good progress in the setting as they make choices about their learning and show interest and curiosity. Children play well independently and actively make decisions. For example, the children decide they want to play with the cooker and choose what food they are going to make and the childminder skilfully asks them questions to make them think and extends their vocabulary. A broad range of developmentally appropriate toys and activities are accessible and the childminder takes into account the individual interests and needs of each child. An accurate understanding of those needs is obtained through discussion with parents, daily diaries, photographs and regular monthly written observations and assessments. A competent understanding of the Early Years Foundation Stage enables the childminder to effectively plan the next steps in children's learning.

Children show a good awareness of responsibility within the setting as they work together to access resources and tidy away. Children develop a strong sense of belonging within the setting and are settled as they cuddle into the childminder when they are feeling tired or need reassurance. Children are encouraged to be polite and courteous and house rules are in place. Effective strategies are in place for the clear, consistent management of children's behaviour taking into consideration individual levels of development and understanding. Children are well behaved and develop positive relationships with the childminder and their peers.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register) 13/04/2011
- take action as specified in the early years section of the report (Premises, environment and equipment) (Suitability and Safety of Premises and Equipment) 13/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Childcare Register (Arrangements for Safeguarding Children) 13/04/2011
- take action as specified in the early years section of the report (Premises, environment and equipment) (Suitability and Safety of Premises and Equipment) 13/04/2011