

## Inspection report for early years provision

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<b>Unique reference number</b>	111798
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Lynne Lewington

<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 has been registered since 1997. She lives with her partner and one child in Fleet which is within walking distance of Fleet town centre and close to local schools, preschools and parks. The whole of the ground floor of the property is used for childminding with sleeping facilities upstairs. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of six children at any one time and currently has eight early years children on roll. She can also provide overnight care for two children.

The family have a dog that the children have supervised access to. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. Children thrive in this happy relaxed atmosphere where they undertake a broad range of activities both in the home and in the local community. The childminders enthusiastic, knowledgeable approach to her role ensures she understands and respects each child's individuality. Her natural interest and passion to offer the children new experiences ensures her service constantly evolves and develops effectively. She reflects on her work and has made many improvements since her last inspection.

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

To further improve the high quality early years provision the registered person should consider:

- seek parents views of their child's development in order to identify the progress the children are making from their starting points

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

Comprehensive information is available regarding safeguarding children including a clear policy and a poster displayed for parents to see. The childminder is confident regarding the signs and symptoms of abuse that would give her concerns and the action she would take to safeguard children. Sensible measures are taken throughout the premises to promote the children's safety. For example, the

premises are secure, stair gates are in place and cupboards are secured. The detailed and comprehensive risk assessment is updated annually and the childminder also takes into account children's continuous development and curiosity which may lead to further adaptations to the assessment. Daily checks are undertaken and fire drills are a regular event all increasing the children's safety whilst in the childminders care.

Excellent use is made of the ground floor of the well maintained property and a bedroom is available for rest and overnight care. Children are able to move freely between the rooms where they can easily access a wide range of good quality toys, books and resources. Age appropriate toys are stored in labelled boxes and a catalogue of toys also helps children to identify what they would like to play with. Good quality fact and fiction books are displayed attractively encouraging the children to use them. High chairs and travel cots are clean and well maintained. The secure garden is planned providing an attractive safe play space where children can use the paved and grass areas for their play and physical activities.

Children benefit positively from the effective relationships which the childminder develops with parents. Parents are kept well informed of the children's activities and experiences through face to face contact and babies have daily diaries. High quality informative information is available to parents about the early years foundation stage in each child's folder enabling them to understand why the childminder provides the activities and experiences she offers. Feedback from parents indicate they are very happy with the quality of the service offered by the childminder and some have used her service for many years. All the required documents are in place to meet the requirements of registration and the childminder also provides parents with a pack of information ensuring they fully understand how her service works.

Excellent working partnerships are built with the local school through the childminders proactive approach to forging good working relationships. A simple three way form has been introduced by the childminder which enables, parents, teacher and childminder to add information about the child's activity, progress, mood, and interests. This enables them all to consolidate the child's learning through conversations and experiences.

Equality and diversity is evident throughout the childminders practice. She has a variety of resources reflecting a diverse community and ensures the children have opportunities to meet many different people in their activities and learn about different customs and traditions. This helps the children to learn to accept and respect differences. She is aware of the need to adapt the environment and activities to ensure children can participate at a level suitable to their abilities.

The childminder reflects comprehensively on her work and seeks opportunities to develop her knowledge and skills through attending training opportunities and meeting with other childminders. She is enthusiastic and driven in her role ensuring she continuously provides a safe and interesting fun environment for young children to learn and develop.

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

Children have many opportunities to develop their awareness of safe behaviours. They regularly practice the fire drill ensuring the premises can be swiftly evacuated in an emergency and on outings they learn about road safety under the watchful eye of the childminder. The childminder encourages the children to move safely around the premises and discourages them from climbing on the furniture. Books, stories and conversations help the children to develop their awareness of safe behaviours. The simple routine to the day helps the children to feel secure and ensures they have time for activity, rest and regular mealtimes. This in turn enables the children to feel comfortable refreshed and able to enjoy the experiences on offer to them.

Children enjoy attractive healthy snacks of a variety of fruit each day provided by the childminder. Drinks of water and fruit juices are available throughout the day to ensure children do not become dehydrated. Meals provided by parents are stored effectively to ensure they remain fresh for lunch time. The childminder recognises the importance of outdoor activity and ensures children have excellent opportunities to enjoy their play in the fresh air in the garden or at local parks. Excellent use is made of the garden space providing the children with a broad range of physical experiences enabling them to develop co-ordination and balance. They use wheeled toys, small slides, tunnels, tents and tools in the sandpit increasing their range of movements and confidence in their own abilities. The natural light and fresh air activity encourages the children to use and develop their senses and increase their sense of well being. Children learn about healthy hygiene routines with encouragement from the childminder. For example, they learn the importance of blowing noses into tissues and disposing of the tissue in the bin.

The childminder ensures children look at her when she talks to them modelling language and expression. This helps the children to develop their language skills. They have a story each day as a quiet activity ensuring they have opportunities to develop an awareness of the written word, and encouraging imagination and language development. Children make items for their parents enjoying the opportunity to create and learn the pleasure of giving. They make marks with chalk and crayons and labels in lower case letters are displayed around the property to encourage early reading skills. Children undertake cooking activities where they have opportunities to develop in all areas of learning. For example, making biscuits they look at the numbers on the scales, count the spoonfuls, co-ordinate their movements as they stir, spoon, cut or shape the mixture, they talk about what is happening and learn how items change when they cook. They use creative skills to decorate their biscuits making choices in the decorations they add and finally enjoy the social occasion of eating their produce with their playmates. Children have many social opportunities to mix with adults and children at the many activities the childminder attends. This enables the children to develop their social skills and confidence in different environments. They visit the library, toddler groups, parks and a farm where they visit the childminders horses.

The childminder values good manners and sets a good example to the children

through her own behaviour. She encourages them to remember please, thank you and excuse me and praises them frequently and meaningfully for their achievements. The children learn to look after the resources and use them with care and also pack them away when they have finished so they are available for someone else to use.

The childminder observes the children's progress everyday and routinely maintains good quality written record of an activity they undertake. She evaluates the activity and the developmental progress the children make and uses this information to plan further activities and experiences relevant to the child's individual needs. However, whilst the childminder does share information with parents about the children's progress, currently parents do not provide information about their child's abilities when they first join the setting or add information to the development records.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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