

## Inspection report for early years provision

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<b>Unique reference number</b>	EY269254
<b>Inspection date</b>	19/04/2011
<b>Inspector</b>	Carol Willett
<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 1999. She lives with her husband in the village of Pamber Heath near Tadley in Hampshire. The whole ground floor of the childminder's house is used for childminding with toilet and sleep facilities available on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding five children in the early years age group. The childminder walks to local schools and pre-schools to take and collect children. The childminder attends the local toddler group. The family has two dogs who stay in the garden and two cats.

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

Overall the quality of the provision is good.

The childminder provides a welcoming, child friendly environment where children are confident, happy and settled. She generally organises her provision and documentation well so children are safe and secure and they make good progress in their learning as they happily choose what to play with. The childminder establishes good partnerships with parents and other settings children attend providing an inclusive environment and good continuity of care. Overall, the self-evaluation process enables the childminder to acknowledge her strengths and identify areas for training and improvement. All recommendations from the last inspection have been fully addressed and the capacity for continuous improvement is good.

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

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

- develop more rigorous self-evaluation procedures, include parents and children in the process
- improve assessment and tracking procedures to the early learning goals in order to identify gaps in learning and plan more effectively so children make the maximum progress in their learning and development.

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

The childminder is confident in her role and responsibility in safeguarding and promoting children's welfare. She has a range of clear written policies in place that are shared with parents to keep them well informed of her service and practices.

She discusses her safeguarding and complaints procedures though these are not in writing. All adults in the house have been vetted and the childminder checks the identity of visitors to the home. The childminder's home and garden are secure and pets are well managed. The childminder is very attentive and children are well supervised as they play. She regularly checks her home and any places visited for safety and written risk assessment records are in place for both her home and most outings. Children show they feel safe and secure in the childminder's care as they readily turn to her for comfort and support. The childminder maintains all the required documentation to ensure children's health welfare and safety is effectively promoted and parent's wishes followed.

The childminder actively promotes a positive attitude to diversity and differences and ensures that every child is included. She has some resources including dolls and books that reflect different cultures to help children learn about differences. The childminder organises her home and resources effectively so all children are included in play and happily explore the variety of resources set out in the sitting room and conservatory. Positive partnerships are in place with parents and others involved in children's care and education to ensure consistent practice is shared in meeting children's individual needs. The childminder develops close family friendships and is invited to special family celebrations including a family wedding at a Sikh temple. She familiarises herself with different family customs of the children in her care. The self-evaluation process is in its early stages but the childminder has identified areas for further training and recommendations from the previous inspection have been fully addressed. The childminder is keen to continually improve her practice and outcome for children. For example, she now includes her observations and photographs of children's achievements and planned next steps in their learning in children's daily diaries.

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

Children are happy and play well having lots of fun with the childminder. The childminder is welcoming and friendly and talks to the children in an affectionate manner so the children feel safe and settle easily. The childminder develops close relationships with the children and has good interactive skills to support and extend children's learning through play. She provides a good range of resources and creative materials as children paint so they have lots of choice and through the variety of brushes, stamps, sponges and paper they stay absorbed in their creations for a good length of time. Children access the wide variety of resources easily. They clearly enjoy the toys, such as a road track and small world people, which promote their development and learning in all areas. The children involve the childminder in their play asking to look at her teeth as they are dentists. Children's communication skills are developing well as they have lots of discussions about familiar stories and love to dress up as princesses and talk about dragons using their imagination well in play. The children make generally good progress towards the early learning goals as the childminder identifies children's next steps for learning, and provides appropriate activities that interest them. The childminder completes regular observations and takes photographs to record children's

achievements and development in their daily diaries. This enables parents to have a good awareness of what the children are doing and have achieved. However, children are not making maximum progress in all learning areas as the childminder does not have fully effective systems for tracking their progression through the early learning goals.

Children's health is promoted well by consistent daily routines and the childminder ensures the premises and resources are clean and well maintained. The childminder is well organised and makes time in an unhurried manner to enable children to have healthy snacks and meals. Drinking cups are freely available when children are thirsty as they develop an awareness of their own bodies. The children like to help the childminder grow vegetables in the garden helping with the planting and watering and enjoy tasting the produce. Children enjoy regular fresh air and exercise and they go out on a daily basis. For example, they go to the park for picnics and explore the woods and common nearby using the trim trail and often taking the dogs for a walk. Children develop a good awareness of self-care skills as they wash their hands before eating and after painting. Older children can independently use the toilet upstairs as the childminder ensures her premises are safe and children learn the boundaries. The childminder acts as a good role model, ensuring children are learning about the importance of staying safe. She discusses road safety with them when out on walks and fire drills are practised on a regular basis. The children mostly behave well and respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. They show good levels of self-esteem and confidence, responding positively to the childminder's use of praise and confidently ask her to help or explain things. The childminder has a good awareness of children's individual needs through her discussions and the well-organised documentation. She ensures children's family backgrounds are valued and finds out about their special customs, including all the children so they gain an understanding of diversity. She values their languages learning a few words to welcome them. The childminder provides children with the necessary resources, activities and opportunities they need to help them gain future learning 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	2
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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. 13/05/2011
- make available to parents a written statement that provides details of the safeguarding procedures which includes a statement if an allegation is made about the childminder or a family member. 13/05/2011

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 for the compulsory part of the Childcare Register. 13/05/2011