

## Inspection report for early years provision

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<b>Unique reference number</b>	EY291420
<b>Inspection date</b>	20/06/2011
<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.

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## **Description of the childminding**

The childminder was registered in 2004. She lives with her husband and two high-school age children in a house in Fleet. The property is close to local schools and amenities and there is a park nearby. Children have access to the whole of the ground floor of the property. Sleeping facilities are available on the first floor and there is a fully enclosed garden available for outside play. The family have three hamsters.

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 of which three can be in the early years age group. There are currently seven children on roll, of which five are in the early years age group. The childminder is registered to care for two children overnight.

The childminder is a member of the National Childminding Association and attends the local toddler group. She holds a National Nursery Examination Board certificate. She is part of an accredited childminding network.

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

Overall the quality of the provision is good.

Overall, children are safe, happy, settle quickly and enjoy caring affectionate relationships with the childminder. Children have good opportunities to develop their skills in all areas as the childminder organises her home, time and records well. All children are positively included as the childminder has a good knowledge of their individual needs and she ensures they are all able to actively explore a variety of age-appropriate toys. Children's needs are effectively met as all partnerships are positive. The childminder's capacity for continuous improvement is good as she generally evaluates her provision well and seeks support and training to improve her practice and skills through the network coordinator feedback and meeting with other childminders.

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

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

- improve current risk assessment procedures to ensure all hazards are identified and effective action are taken to make them safe
- develop children's learning records to ensure they clearly track children's development in all areas and show their next steps in learning; enhance systems to enable parents to contribute.

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

The childminder has good arrangements in place for safeguarding children as she has a secure understanding of her role and responsibilities with regard to child protection. She has attended further training and she has written safeguarding and complaints policies in place which are shared with parents. Children stay safe as security is very good as the front door is very securely locked and a record is kept of visitors to her home. Daily checking procedures are generally good and written risk assessment records are in place for both her home and outings and are regularly reviewed. However, the childminder has not recorded details of the broken cat flap or taken timely action to ensure the sharp edges have been made safe. The childminder has good childcare skills and she has a good knowledge of the Early Years Foundation Stage requirements. She has a Nursery Nurse Examining Board childcare qualification and she uses her experience of working in nurseries to ensure children are well supervised as they play. There are good hand over procedures in place with key carers when children are dropped off from nursery by taxi. The childminder organises her home well so children can play and explore safely. Children readily turn to the childminder for comfort and support showing they feel safe and secure in her care. They know when they need her help. For example, young children try and follow older children up the slide they wait for the childminder to help them. Children take part in regular fire drills and learn about road safety when out walking with the childminder.

The childminder is attentive, caring and respectful and treats all children with equal concern. She has a good knowledge of individual children's needs and their family backgrounds supporting all children well to enable them to make good progress in their learning. The childminder plans to update her knowledge, of Makaton for example, as children attend who have special educational needs. She offers them individual support and makes picture cards to support children's communication needs. All children are included in play and happily explore the variety of resources set out in the playroom. 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 shares both verbal and written information with parents on a daily basis. Parents are happy with the childcare and provide positive comments in references.

The childminder effectively monitors her practice to ensure she meets the requirements of the Early Years Foundation Stage and she has completed an evaluation of her practice. She identifies her priorities for improvement to further improve outcomes for children in her care, such as developing her learning and development records and learning Makaton. She seeks support and shares good practice with other childminders and she has links with the early years development worker as she is part of an approved childminding network.

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

Children show they feel safe as they are very happy and confident in the childminder's care. She has good interactive skills talking to the children in an affectionate way, provides familiar routines, good support and close caring relationships. Children give her appropriate hugs and kisses and tell her they love her. Children learn to keep themselves safe as the childminder uses daily routines and experiences, such as crossing roads when out walking. They learn to take risks using equipment developing skills and confidence. Young children know when they need support as they wait for help on the climbing frame. Children develop an awareness of personal care as they follow good hygiene procedures which limit the risk of cross infection. For example, they take off their shoes as they come into the house and learn to wash their hands before they eat. There are visual reminders in the bathroom to reinforce and remind the children as they use the toilet. Children's dietary needs are well met as the childminder ensures children have plenty of time to eat healthy snacks and lunches provided by their parents. They all sit at the table developing social skills and drinking cups are freely accessible and they drink regularly recognising their own needs. The childminder has a good knowledge of children's dietary needs from discussions with parents at initial visits.

Children develop a secure awareness of healthy lifestyle and the importance of fresh air and exercise. They go out daily to walk to school and visit local parks. The childminder organises her home so children can choose to play inside or out. They enjoy running around and use the slide, bats, balls and wheeled toys, to develop their physical skills. They love to dig in the sand and make castles adding water to dry sand. Children are secure and develop a sense of belonging as their art work is displayed in the playroom and the childminder values and praises their efforts. Their behaviour is mostly good and they are learning to cooperate and share resources. The childminder carefully intervenes when they find it hard to share the watering can due to their stage of development, skilfully diverting attention. They happily learn to take responsibility as they help to pack away the toy cars so others do not hurt their feet or fall over. Children develop a positive awareness of differences and the world around them. They have a varied range of resources and enjoy activities provided by the childminder linked to familiar cultural days, such as Christmas and Chinese New Year. Children regularly go to toddler groups where they meet different adults and children and find out about their local environment. The childminder makes good provision for children with additional needs. For example she develops picture cards for children with communication difficulties.

Children make good overall progress and develop good skills for the future learning as they are happy and well motivated. All children are included and play well together and the childminder manages the wide range of ages and abilities well so they all have sufficient time and attention. The childminder provides good quality care in a welcoming child-friendly environment. Children make good progress towards the early learning goals as the childminder has excellent interactive skills to extend children's play and maintain their interests. Children play well alongside each other developing their imaginations and role play with the cars and dolls. They develop good muscle control as they use paintbrushes and crayons and

manipulate jigsaw pieces. Photographs show children enjoy a good variety of activities which enable them to develop skill in all areas of learning. For example, for national charity events, enjoying ball ponds and using large equipment in parks. Children are confident and inquisitive as they freely choose toys to play with and the childminder is kind and caring and takes a genuine interest in them. She enjoys playing with them and sits on the floor to support them at their level. Children's communication skills develop well as they sit together on the sofa joining in with familiar stories and singing nursery rhymes. The childminder effectively extends vocabulary as children learn to talk. They have access to a range of toys that develop children's knowledge of technology, such as a musical dance mat and push button toys. Children have a good balance of free play and planned activities and the childminder has started to complete learning journey records for the children. They include written observations and photographs linked to the six areas of learning. However, the childminder is not fully confident in making the links to the early learning goals, or effectively identifying children's next steps and gaps in learning. The childminder shares information about the children's development daily so parents are kept informed. Overall, the children are safe and happy and make good progress in their learning and development.

## 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

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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

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