

## Inspection report for early years provision

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<b>Unique reference number</b>	EY410702
<b>Inspection date</b>	14/07/2011
<b>Inspector</b>	Cathy Hill
<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 2010. She lives with her partner in Liphook, Hampshire. The whole of the childminder's house is used for childminding. There is an enclosed garden for outdoor play. The family has a rabbit and keep fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age group. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered to provide overnight care for two children.

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

Overall the quality of the provision is good.

The childminder has excellent relationships with children and provides them with a welcoming, home environment for their care and learning. Overall, the childminding premises are safe and secure and children enjoy themselves as they play both indoors and outside. Inclusive practice is positively promoted and the childminder maintains a well ordered and generally well detailed range of documentation to support her childminding service. The childminder has made a very positive start to her childminding career and her capacity for continuous improvement is good. Since registration she has made changes to her garden area to improve children's outdoor learning opportunities.

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

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

- improve children's learning records by clearly showing their next steps in development in all learning areas
- improve garden safety by ensuring gates through to the greenhouse and pond are kept securely fastened
- improve systems to review and assess practice in order to secure continuous improvement in the quality of care, learning and development.

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

The childminder organises her time effectively to provide children with a variety of experiences, which contribute to their development both inside and outside the home. Children have access to a dedicated playroom in which a range of age appropriate toys are set out that they can easily and independently access. Children's welfare is safeguarded well by the childminder, who understands her

role and responsibilities with regard to child protection. She maintains a record of visitors to her home and has a detailed safeguarding policy which she shares with parents. Children play safely as they are well supervised by the childminder. She has risk assessed both her premises and the outings children are taken on. The premises are kept secure and a safety gate is in place to prohibit children from accessing the stairs unaccompanied. Outside, the childminder has been proactive in removing a pond from the area used by children and repositioning it in an enclosed area with the greenhouse. Whilst this area is gated, the gate is currently fastened from the top and does not effectively secure the lower gate from children's access. The childminder treats all children with respect and equal concern and ensures they are all included in play. She supports children in learning about diversity and the wider world by taking them to local children's groups where they socialise with others during play.

The childminder has a positive attitude towards working in partnership with others involved in children's care and learning, should the need arise. She has established good relationships with parents and keeps them well informed about their children through sharing a daily diary and through daily verbal discussion. Parents also have access to their child's learning journal. Some information is displayed for parents within the childminder's home, such as Ofsted's poster for parents, and they are given copies of the childminder's policies and procedures. The childminder has started to evaluate her practice and she demonstrates a positive commitment to continual development to provide improved outcomes for children. She has identified training she would like to access to further her own knowledge and has plans to reorganise the storage of toys to provide improved access for children.

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

Children are making good progress with their learning and with developing their future skills. They spend their time purposefully engaged in meaningful play. The childminder has a secure knowledge of children's individual development needs and skilfully uses opportunities as they arise during play to support children's learning. She maintains learning journals for all children in which she tracks their development, although she does not clearly identify their next steps in progression. She observes children's play and has assessed children's learning in all areas. Children enjoy themselves as they sit with the childminder to make a train track. Children develop an understanding of shape as the childminder talks to them about whether they are going to make the track like a circle. She encourages children to join the track pieces together and, when assembled, she encourages children to problem solve by asking them if the trains they have will fit under the bridge section. Children show an awareness of colour as they correctly identify a yellow train. Excellent use of descriptive language from the childminder through continual conversation helps extend and reinforce children's vocabulary. Children sit at a table to model with dough and the childminder talks to children about breaking the dough lump into half. She asks children questions to make them think, such as, how the dough feels and what it smells like. Children confirm they have listened to the childminder as they reply 'cold' and 'minty'. Babies follow their own interests

which reduces the incidents when they may feel frustration. They contentedly crawl across the room to explore different toys at their level.

Children behave very well and are developing an understanding of good manners following the positive role modelling of the childminder. They learn consideration for others, for example, as the childminder encourages older children to find some toys for younger children to play with. Children are confident and take ownership of their own learning as they call for the childminder to sit with them to look at some alphabet books. They develop in self-esteem as result of the continual praise and encouragement they receive from the childminder during play. Children learn about safety through taking part in practises of the childminder's fire drill and through discussion, for example on outings, about road safety. Children show an awareness of safety as they carefully hold onto the side of the steps as they climb up to the slide outside. They are developing an understanding of a healthy lifestyle through access to regular outdoor play and exercise and through the provision, by the childminder, of a healthy diet. Children have great fun in the garden as they confidently use the climbing frame and slide and as they freely kick balls around. They follow routine hygiene practice as they wash their hands before helping the childminder prepare a healthy snack of apple and cheese. The childminder is vigilant to individual children's needs and settles babies for a sleep when tired.

## 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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