

## Inspection report for early years provision

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<b>Unique reference number</b>	EY426956
<b>Inspection date</b>	05/10/2011
<b>Inspector</b>	Karen Scott

<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 2011. She lives with her husband and three children in Walderslade, close to shops, parks, schools and pre-schools. All areas of the property are used for childminding and there is a fully-enclosed garden for outside play. The family has a dog and guinea pigs. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over eight years to 11 years. The childminder is currently caring for three children in the early years age group. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

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

Overall the quality of the provision is good.

Children play in an environment where high priority is given to their safety and well being. Children's individual needs are met very well and the progress they make in their learning and development is generally good. The childminder engages well with parents which helps her to promote children's continuity of care; there is some encouragement to involve parents in their children's learning. A strong capacity to improve is demonstrated by the childminder who has well-targeted plans to improve outcomes for children.

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

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

- encourage parents and carers further to add to their children's developmental records to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- develop further use of observations to inform planning in order to fully promote children's development across the six areas of learning

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

Safeguarding children's welfare is of paramount importance to the childminder and she has comprehensive procedures in place to help her achieve this. The

childminder has completed safeguarding training and has an excellent understanding of her role in safeguarding children. Risk assessments are robust, giving detailed assessment of the things that children come into contact with within the home and all places visited. Immediate action is taken to minimise any identified safety risks. Reviews of risk assessment are promptly carried out following any accidents to monitor their effectiveness. The children learn to recognise safety issues and to keep themselves safe from harm.

Children play in a warm and welcoming environment where they can help themselves to toys and resources that are suitable for their ages and stages of development. They can choose what they play with and are able to move freely between indoors and outdoors, taking resources with them as they wish. Toys and resources are plentiful and stored with clear labelling to aid their selection. Children have been attending for a very short time so the childminder has been making observations to help her get to know them and to help them to settle. Parents and carers supply information on initial assessment forms which help the childminder to meet individual needs and to establish children's starting points. The childminder has plans in place to use the observations of children to help her plan activities that will extend children's learning across all developmental areas but has not implemented them yet. Children benefit from positive interaction from the childminder who is skilled at knowing when to stand back and let children lead their own play but also extends children's learning through good use of questioning and by offering ideas

Children are introduced to diversity, celebrating a range of festivals from differing cultures. The childminder plans activities that help children to learn about the wider world. The childminder knows the children very well and ensures their emotional needs are being met. The childminder has built strong relationships with others involved in the children's care. She works closely with other early years settings, sharing information regularly to promote continuity of care, meet children's needs and to support their learning.

The childminder has produced comprehensive policies and procedures. She shares these with parents so they are clear about her role and responsibilities and are fully informed about the provision. Parents and carers are also kept well informed through conversations, use of daily diaries and regular newsletters. They are aware that they may look at their children's developmental records whenever they wish. The childminder has devised a form to detail the next steps for children's learning for parents' information. She has allocated a place within the children's records for parents and carers to add their comments, but has not actively encouraged any of the parents to do so. Parents and carers report that they 'feel happy that their children feel safe and secure and are thriving from participating in a vast range of experiences' and they are confident in their choice of childcare.

The childminder accurately evaluates her provision and identifies areas for development to improve outcomes for children. She values the views and opinions of the children, their parents and carers and other professionals. The childminder uses feedback received to help her make positive changes. She embraces training opportunities, reads relevant articles and liaises with other early years providers to further improve her practice.

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

Overall children demonstrate an exceptional understanding of safety issues. Children show a strong sense of security and that they feel safe. They readily approach the childminder to play with them and for support when needed, knowing that they will receive attention, be listened to and valued. They are encouraged to think about their own safety and are given clear reminders and explanations as to why they should undertake certain actions. For example, a child asks why the grapes are cut in half and the childminder explains it is to make them smaller to eat to avoid them choking. Children copy the childminder's safety actions such as pretending to lock doors to keep children safe.

Children choose whether to play in or outdoors. They enjoy regular walks and are beginning to understand the importance of fresh air and exercise as part of a healthy lifestyle. Children know that they wash their hands before eating and dry their hands on paper towels, the childminder explaining that hand washing helps to stop germs spreading. They develop independence in their personal hygiene and in preparation of their snacks. They make their own sandwiches, choosing what they would like to fill them with and are involved in discussions about healthy foods. Children can also help themselves to drinks knowing when they are thirsty, such as, after physical exercise.

Children settle extremely well and have formed strong relationships with their friends and the childminder. They greet each other warmly and play cooperatively, taking turns and sharing willingly. Achievements are celebrated and children are pleased for themselves as well as others. Children's artwork is displayed prominently, making them feel that what they have created is valued. They are fully involved in helping the childminder to plan activities. They helped to make a time-line of activities, drawing their own pictures and making suggestions, and this is now prominently displayed on the wall.

Children benefit from participating in a range of adult- and child-led activities that mostly offer sufficient challenge to promote their all-round individual learning. While children learn through play they are developing strong skills for the future. They are encouraged to be independent learners who are creative and think critically. Children play in an environment that is rich in conversation and displays of words and letters. The childminder continuously expands on their vocabulary by introducing new words and through the use of skilled questioning. Children enjoy looking at books with the childminder or by themselves choosing from the vast range available. Counting skills and number recognition are enhanced through playing games, such as snakes and ladders, which also encourage turn taking. Children explore the leaves falling in the garden, touching them and using descriptive language to describe how they feel. Regular visits to the park are enjoyed as are occasional trips to farms. Visits to toddler groups and the local

library build on children's experiences and knowledge of the world around them. There are many opportunities for children to play on large apparatus and ride on toys. Children work together to do jigsaw puzzles and use small knives safely to spread butter on bread. They particularly enjoy make believe play, taking on different roles, acting out experiences and playing together. They are encouraged to be creative and to explore the different textures of things, such as paint. Children are motivated to learn and play happily together as they successfully progress towards the early learning goals.

## 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	1
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	1
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