

## Inspection report for early years provision

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<b>Unique reference number</b>	EY430801
<b>Inspection date</b>	24/01/2012
<b>Inspector</b>	Amanda Shedden
<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 registered in 2011. She lives with her three teenage children in Winchester, Hampshire. The whole of the childminder's home is registered, although childminding usually takes place on the ground floor. The family have pet cats, chickens and ducks.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She also offers care to children aged over five to 11 years. She is currently caring for three children in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Overall the provision is good. The children's individual needs are met due to the childminder's understanding of their needs. Children's learning and development is progressing well, the childminder uses her observations and knowledge of the children to develop them further. Children are generally safeguarded effectively. This is a fully inclusive setting where all children feel valued and included. The childminder continually monitors her provision and makes adjustments to her practice for the benefit of the children.

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

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

- carry out regular evacuation drills which include all the children

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

The childminder is secure in her knowledge of how to safeguard children. She is fully aware of the procedure to follow if she had a concern about a child in her care. Risk assessments are used successfully to ensure that all environments the children access are safe and secure. All adults in the home have been suitably vetted and the childminder fully supervises the children at all times. There is an evacuation procedure in place, however, only some of the children have practiced it. All paperwork is of a high standard, the policies and procedures are shared with the parents to ensure both parties are fully aware of each other's responsibilities.

The childminder continually self-evaluates her practice and makes adjustments

that benefit the children. She has created plans and undertaken research to develop her practice further. The garden is being landscaped to make it an environment that children can learn in whilst having fun; courses have been booked to develop her knowledge and skills further.

The home environment is child friendly and gives the children a sense of belonging. Their coat pegs are identified by their photograph and some of their art work is displayed. Each child is treated as an individual; the childminder works hard to build relationships with each child to ensure they are having continuity of care and their needs met. The good quality resources are displayed in a manner which encourages the children to self-select; they have been labelled with words and photographs of the contents. Many of the resources are on the ground, enabling even the youngest children to reach them themselves.

The childminder has good relationships with parents who are aware of the observations made on their children and their next steps are discussed regularly. There are daily diaries for each child and daily discussions take place to ensure that both parties are fully aware of the experiences the children are having, promoting continuity of care. Parents value the care and experiences their children receive at the childminder's. At present, no children attend any other early years provider, however, the childminder is fully aware of the need to liaise with others to ensure there is continuity for the children.

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

The childminder has a sound understanding of child development and how children learn. She uses these skills to ensure that children are making good progress towards the early learning goals. She observes the children regularly and plans further activities to extend their knowledge and understanding. Observations made on the children are recorded in their individual learning journeys. She has a tracking system to ensure that they are having experiences across the six areas of learning and to monitor their individual progress.

Children have a good balance of child-initiated and adult-led play. They are encouraged to be independent as they choose what they wish to play with. The skills of the childminder enable her to promote learning through their chosen activity. In addition, there are daily plans created by the childminder which incorporate the children's interests and their next steps.

The positive relationships the children have with the childminder and each other enables them to be confident and comfortable in the home. They enjoy lots of cuddles and are confident to ask the childminder to sit and join them in activities or select resources in another room. The positive interaction supports the children to contribute their knowledge, for instance, when reading books the children have chosen they will help to read the story as they know many of the words themselves.

The childminder encourages their development in whatever they become engaged with. She talks to them about colour whilst using the threading beads and play dough, encouraging their speech as they repeat what she says. Whilst shopping with the play food, they are encouraged to identify the items they know and she helps them by naming and repeating the others they do not yet say. Young children are supported to develop physically; the childminder helps them at times to walk around by holding on to her. They are learning to turn toys on and off and use their physical skills to push, pull and cut the play dough. All of which helps children's skills for the future.

Children are adopting healthy lifestyles; they know they have their hands washed before and after meals, drying them on their individual towels. They enjoy a range of healthy meals and snacks provided by the childminder and they have easy access to drinks throughout the day.

Children's behaviour is excellent. The childminder focuses on the positives, praising and encouraging the children building on their self-esteem. Strategies are in place for older children, however the young children presently in her care learn through the day to day positive interaction of the childminder.

## 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:	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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