

## Inspection report for early years provision

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<b>Unique reference number</b>	EY428950
<b>Inspection date</b>	06/03/2012
<b>Inspector</b>	Coral Hales
<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 two children aged 16 and 10 in Waterlooville, Hampshire. The whole of the premises except the office are available for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder is self-motivated and enthusiastic and very much enjoys her role. Children achieve well and make generally good progress towards the early learning goals. Parents receive clear information, relationships are good, and written agreements are in place. Established links are in place with other professionals and the childminder is keen to develop these in the future. The childminder knows the children well; therefore, their individual needs and skills are recognised to ensure all are fully included and enabled to participate in the daily routines. The childminder has a positive and pro-active attitude which effectively enables her to maintain continuous improvement.

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

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

- extend the resources and activities that raise children's awareness of diversity and the wider world.

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

The childminder has a good understanding of her duty to protect those in her care. She has a sound knowledge of child protection issues and her policies underpin and inform her practice. These are effectively shared with the parents. Children are kept safe because she ensures they are closely supervised. Risk assessments are completed, making areas within her home and the outside space safe.

The childminder has organised her home so that each child can make independent choices from the broad range of resources to extend their play and learning. They have the freedom to move around freely between activities and to continue their play in the garden. Resources are colourful, age related, interesting and stimulating and support their learning needs well.

The childminder has developed good communication systems with the parents and speaks with them on a daily basis. All relevant information is shared with parents, who have read copies of the childminder's policies and are aware of the procedures to follow if they have any concerns. The childminder works closely with parents to ensure all children's welfare needs are met and all can achieve as much as possible. Children are actively involved, as the childminder focuses on their individual care and learning needs throughout the day. Effective partnerships with other providers ensure children's individual needs are consistently met.

Records are effectively maintained and updated as necessary and the certificate of registration is displayed. The childminder has a clear and informed understanding of the benefits of reflection on her practice. She communicates a clear and ambitious vision for her setting and demonstrates the drive and ability to maintain continuous improvement.

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

Children are happy and settled in the care of the childminder. She completes daily diaries and these highlight activities undertaken and share routine care details. Regular observations of the children at play are added to assessment records which show progress and identify next steps in learning. The childminder demonstrates a secure knowledge of the Early Years Foundation Stage framework and this has been implemented effectively.

The children are enthusiastic and motivated and are interested in a broad range of activities. For example, they are very familiar with the resources available and decide they want to use the musical instruments. They ask 'can we march to music'? The children quickly go off to find the box to choose which instrument to play. One eagerly finds the recorder, whilst the other selects the microphone and, together with the childminder, march around the room. One returns to show the

inspector how they bow when finishing and the children clap happily and ask 'can we do it again'.

The childminder fully supports the children as they play and effectively extends their learning, for example, by putting items into the 'Chatterbox'. The children are eager to open the box and examine and discuss the contents. They find a tape measure, and one stands against the wall to be measured. A set of scales are taken out and they stand on them to see how much they weigh. Children demonstrate a good developing vocabulary, which is well promoted by good use of open ended questions.

Children take part in activities that support their development of skills for the future. They initiate conversations with the childminder, who is clearly interested in what they have to say. For example, when sitting in the playhouse in the garden they find a spider and decide it is a friendly one, just like 'Incy Wincy Spider'.

Visits to other groups and friends in the community help to develop children's social skills and teach them about the local area. They are encouraged to respect each other's values and feelings by talking through any problems, learning about taking turns and how to share and respect each other. However, they do not have many opportunities to develop an understanding of the wider world, or other cultures.

The children enjoy fresh air and physical exercise through daily outdoor play and outings in the local environment. Their health is well promoted and suitable hygiene routines are followed to prevent the spread of infection. They are fully supported and encouraged as they begin to develop their own independent toileting routines. Care routines for the younger ones, such as nappy changing are followed in line with individual requirements.

The delineation of clear and consistent boundaries, in addition to praise and encouragement, help children to begin to understand what is expected of them and they behave well. The childminder helps them to begin to take simple steps towards taking some responsibility for their own welfare. For example, fire evacuations take place regularly to ensure they become aware of procedures to follow in an emergency. Children make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

## 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	3
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