

## Inspection report for early years provision

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<b>Unique reference number</b>	111669
<b>Inspection date</b>	02/05/2012
<b>Inspector</b>	Sheena Bankier
<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 has been registered since 1993. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide care for up to six children under eight at any one time, of whom three may be in the early years age group. There is currently one child on roll in the early years age group. Older aged children also attend. All children currently attend part-time, before and after nursery sessions or school, and during school holidays.

The childminder lives with her husband and three adult children in Hook, near Basingstoke, Hampshire. The downstairs of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The home is accessible at street level. The family has a pet cat and a rabbit.

Local facilities, such as parks, schools and shops, are within walking distance. The childminder is able to take and collect children from local schools and pre-schools.

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

Overall the quality of the provision is good.

Children enjoy a good variety of activities and resources that positively promote their learning and development. Children settle well in the childminder's warm and positive care. Procedures to promote children's safety, good health and welfare are, overall, fully effective. The childminder keeps actively up to date with current practice issues. This enables her to evaluate her service effectively and drive good continuous improvement. Good partnerships and communication with parents and other settings promote consistency in children's outcomes.

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

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

- promote children's further appreciation for the need for hygiene, for example, through more consistent hand washing routines
- develop and underpin children's further understanding of the evacuation procedure through carrying out regular evacuation drills.

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

The childminder demonstrates a good understanding of safeguarding issues, her responsibilities and the procedures to follow in the event of concerns arising. The evacuation procedure is clearly on display, and the childminder raises the children's

good understanding of this through discussion. However, the children have not practised the procedure for some time to underpin their understanding further.

All required paperwork is in place to meet the regulatory requirements. The childminder takes an active role in the Early Years community, for example, she is the chairperson for the local childminding group. She keeps up to date through some further training and reading childminding updates. This enables her to review her practice and drive ongoing improvements effectively. The childminder encourages parents and children's views and suggestions to support her good self-evaluation.

The childminder provides a warm, welcoming environment where all children are included and individual choices are respected. Children have equal access to resources regardless of gender. The good range of resources are rotated to offer variety, as well as to take into account individual children's interests. The childminder makes good use of the local facilities after the nursery and school day, such as visiting the nearby parks.

Good information about the childminder's service is available to parents, for example, a notice board and written policies and procedures. The childminder communicates effectively with parents and good relationships are in place. Effective partnerships with other settings children attend promote consistency and continuity in meeting children's learning and care needs.

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

Children are happy and secure in the childminder's care and home. Positive relationships are in place with the childminder and the other minded children. Children play well together across their age groups. They cooperate effectively and enjoy each other's company. Children learn about safety, such as the boundaries in the home and while walking to and from school, for example, to stop at designated places when walking on the pathways. The childminder promotes children's good understanding of road safety as they stop, look and listen before crossing the road.

The childminder offers a variety of activities and resources. Children make their own choices of what they want to do and can freely select resources. Children enjoy playing imaginatively together as they build a train track. The childminder interacts effectively with the children. She joins in with children's self-chosen play, asking open questions to support children's thinking skills. Children confidently chat to adults and initiate conversations. The childminder and children talk about their experiences. Children demonstrate a good knowledge of their local community and area as they chat together. This supports their positive knowledge and understanding of where they live. The childminder undertakes observations and assessments of the children's progress. She works closely with other settings to promote children's identified next steps of learning, for example, developing independent skills. This effectively underpins children's development of skills for the future.

Children enjoy being physically active. The safe route back to the childminder's home enables children to run and play imaginatively after their day at the main setting. Regular visits to the parks extend and develop children's physical skills as they use a variety of equipment or play ball games. Children benefit from plenty of fresh air as they walk to and from nursery and school daily. Separate hand drying greatly reduces cross infection and a poster reminds children to wash their hands after using the toilet. At times, children do not always consistently follow hand washing routines to underpin their appreciation of the need for good hygiene, for example, before eating snacks. The childminder provides healthy meals and snacks, which are home prepared and cooked. These promote a balance of healthy choices, for example, the childminder offers fruit daily and items such as homemade scones and flapjacks as a snack.

## 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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