

## Inspection report for early years provision

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<b>Unique reference number</b>	EY440023
<b>Inspection date</b>	16/05/2012
<b>Inspector</b>	Alison Kaplonek

<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 registered in 2011. She lives with her husband and three children in a house in the Lee-on Solent area of Hampshire, which is close to local schools and shops. All areas of the property are used for childminding. Toilet facilities are on each floor. There is a fully enclosed garden for outdoor play. The family has pet rabbits which are kept in the garden.

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 provide care for three children under eight years old, of whom two may be in the early years age group. There are currently five children on roll who attend part time. Three of these children are in the early years age group.

The childminder has a relevant childcare qualification.

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

Overall the quality of the provision is good.

The childminder provides children with a welcoming and safe family environment and meets their needs well. Overall, she promotes equality and diversity well. Children make good progress in most areas of learning. The childminder is well-qualified and experienced in caring for children and is constantly improving her knowledge and making continual improvements.

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

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

- provide more time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults
- strengthen the range of positive images available to help children embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

The childminder has a good understanding of child protection procedures and her duty to act on any concerns about the children in her care. She has a clear safeguarding children policy which includes contact details for the Local Safeguarding Children Board and this is shared with parents. She efficiently carries

out daily risk assessments on the premises, toys and equipment and practises emergency evacuation drills with all children. She provides children with a secure environment where they feel safe and their emotional needs are well met. She seeks a wide range of permissions from parents when their children first start in her care and keeps her first aid qualification up-to-date.

The childminder works well with parents. She shares her policies and procedures with them and keeps daily diaries in which she records details about the children's routines and the activities they have enjoyed. Parents state that they are very pleased with the quality of care and learning provided for their children. The childminder welcomes all children into the setting. She demonstrates a good understanding of inclusive practice and encourages all children to be fully involved in all aspects of their play and learning. As a result, children feel valued, are motivated and are gaining in self-esteem. No children attend other settings at present but the childminder understands that she needs to work closely with local pre-schools to complement the activities they offer to children.

The childminder provides an interesting learning environment where children can easily access resources and initiate their own play and learning. However, there is not an extensive range of resources to help children learn about differences and valuing others. The childminder carries out good self-evaluation. She has already identified areas for further improvement and begun to look for training courses to further develop her already good practice. This demonstrates her good capacity for continuous improvement.

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

Children make good progress in their learning and develop good skills for the future. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. They benefit from a clear and well-organised daily routine which includes activities, such as playing with gloop, role-play with cars and lorries and looking at books. Toddlers enjoy exploring texture as they feel the cornflour mix with their hands. They share picture books with the childminder and develop their physical skills as they jump on the small trampoline or kick the footballs in the garden. They learn to count, and talk about colours as they go up the stairs or get out the plastic cups for snack time. The childminder talks to children about what they are doing and how the gloop feels. However, she does not provide extensive opportunities for children to develop their spoken language through sustained conversations between children and adults.

There is a good balance between child-initiated and adult-led activities, which help children become active learners. The childminder is beginning to make observations and assessments of children's progress so that these can be used to plan for their future learning needs. These assessments are appropriately linked to the areas of learning and development and include planned next steps for each child to ensure that they are making good progress.

Children play and learn in a well-organised, safe and secure environment where their health and safety is assured. They talk about being careful as they play in the garden, and younger children are well supervised by the childminder as they use the ride-on toys or go down the slide. Their physical development is promoted well as they spend time outside each day, walking to school, visiting the park or soft play area. Children practise evacuating the premises in case of an emergency and learn about road safety and the importance of holding hands when they go out. They use hi-visibility jackets if they are out in the dark.

Children talk about healthy eating and foods which are good for them as they enjoy their snacks together and help themselves to drinks. They know to wash and dry their hands before eating and know which hand towel is theirs. All children are welcomed into the setting and learn about cooperating and getting on with others when visiting groups or when out in the local community. Children behave well and are polite to each other and adults. They form good relationships with the childminder and her family.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met