

## Inspection report for early years provision

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<b>Unique reference number</b>	EY439429
<b>Inspection date</b>	21/05/2012
<b>Inspector</b>	Debbie Newbury

<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 two young children in Farnborough, Hampshire. Childminding takes place on the ground floor of the home with bathroom and sleep facilities provided upstairs. There is an enclosed garden for outside play. The home is close to local schools, shops, parks and other amenities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight at any one time; of these, not more than two may be in the early years age group. There are currently four children in the early years age group on roll. The childminder undertakes school runs and regularly takes children to parks, toddler groups, the library and other places of interest. She has a level 3 qualification in Childcare and Education.

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

Overall the quality of the provision is good.

Children are happy and feel very safe in a warm and welcoming environment. The childminder meets children's individual welfare needs well and supports them effectively in their learning and development. She promotes most aspects of equality and diversity with success. Arrangements for working in partnership with parents are effective and most records relating to the care of the children are complete. The childminder has a clear idea of her strengths and areas for improvement. Consequently, her capacity for sustained improvement is good.

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

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

- obtain written parental permission for children to take part in outings
- extend the range of resources on offer to include items that reflect positive images of disability, ethnic, cultural and social diversity

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

The childminder displays a confident understanding of safeguarding issues and the action she must take if she has any concerns. Children rest, play and eat in a

clean, comfortable environment that is safe and secure. Overall, they explore a good range of toys. The childminder arranges resources to be easily accessible to children to support their independence in making choices. The childminder is in the process of extending her existing play provision and is reviewing the overall presentation of play materials. Effective use of risk assessment helps the childminder identify and minimise potential risks inside and outside the home. Required documentation is in place, although the childminder has not obtained written parental permission for children to take part in outings. However, she does inform parents verbally about outings children will go on.

The childminder has several years' experience caring for children; she has a childcare qualification and has completed required training courses for childminding. She has also identified additional training opportunities, which she feels will assist her further in her day-to-day practice and drive improvement. The childminder is aware of the strengths of her provision and most areas for further development through successful use of self-evaluation. For instance, she is in the process of developing one area of her garden to create a designated children's area.

All children are treated fairly and with equal concern. The childminder believes she has a responsibility to ensure all children feel included and to help them understand about similarities and differences. She does this effectively by talking to children and answering any questions they have. Children have opportunities to take part in interesting activities that relate to different traditions and celebrations. However, apart from a map of the world, few resources reflect different aspects of social diversity to enable children to gain further understanding of the world in which they live through their play.

Parents are positive about the childminder and the care their children receive as demonstrated in written testimonies and responses to parental questionnaires. They comment on her professionalism and note that 'activities are well thought out' and that they are very impressed with the way they are kept up to date. Parents are well informed about the organisation of the childminding provision. They regularly view their child's learning record and are actively encouraged to contribute to this on an ongoing basis. This promotes a shared approach to supporting children's learning. However, current arrangements for ensuring a two-way flow of information with other early years settings that children attend, such as schools, are not yet fully developed. The childminder has identified this as an area for further attention, as part of her ongoing process of self-reflection. She has already considered how to address this issue.

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

Children are confident and settled in the company of the childminder and in their surroundings. Small, simple touches help them to feel welcomed and add to their

sense of belonging. For instance, each child has their own personalised towel and they can record their presence on the 'who is at home today' board. Those children who wish to change their clothes after school have a special place to keep these. Children behave well overall. Young children receive lots of support and encouragement to take turns and share. This helps them learn how to negotiate and cooperate with others. The childminder fosters children's self-esteem effectively through praise.

Children make good progress in their learning and gain valuable skills for the future. They participate in a varied range of activities that have regard for all areas of learning. They go out into their local community, which enables them to develop social skills and experience different environments. Younger children attend toddler groups while older children visit a science centre and make dens in the woods. Older children chat about the sunflowers they have planted and their ongoing competition to see whose plant is the tallest. They remain fully engrossed as they create invitations for a forthcoming Diamond Jubilee party, using an interesting range of materials. An exploration of battery-operated toys, cameras and electronic games enables children to explore technology. The childminder spends much of her time sat on the floor with young children, enabling her to interact with them at their level. She joins in with their play, asking questions and making suggestions for alternative things they might like to do, when their interest wanes. Children enjoy building tall towers of bricks and laugh delightedly when these wobble and fall. They explore shape, space and size as they create enclosures for the toy animals to go in. The childminder encourages children to recall their trip to the garden centre that morning and to see if they can find the same animals they saw on their outing. She responds positively to young children's constant stream of questions, offering simple explanations. All children play an active role in the setting, such as helping to tidy away toys. Older children also lay the table for tea and carry their plates out to the kitchen when they have finished. The childminder uses observational assessment successfully to monitor children's achievements and progress.

The childminder talks to children about safety and seeks their input. This helps children gain a good understanding of how to keep themselves safe. For instance, they learn about road safety and have discussions before visiting local ponds about the danger of water and not going near the edge. The childminder intervenes to guide younger children away from potentially unsafe practices and explains the possible consequences of their actions. Children learn about good personal hygiene practices as part of the normal daily routine. The childminder has a flexible approach with regard to the provision of food and agrees arrangements with parents on an individual basis. She talks to children about staying healthy, such as the importance of cleaning teeth or healthy and unhealthy foods. Garden play, local outings and walking home from school mean that children benefit from fresh air and exercise on a daily basis. Children have good opportunities to be physically active, both indoors and outdoors.

## 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

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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