

## Inspection report for early years provision

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<b>Unique reference number</b>	EY442152
<b>Inspection date</b>	18/07/2012
<b>Inspector</b>	Hazel Farrant
<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 2012. She lives with her partner and two young children in Farnborough, Hampshire. The ground floor of the childminder's house is used for childminding and there is a secure outside area for play. The property is within walking distance of local pre-schools, schools, shops and amenities.

The childminder is registered to care for a maximum of four children, of which one may be in the early years age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll, one of which is in the early years age range. The childminder is able to collect children from a variety of local schools and pre-schools. She regularly takes children on visits to play parks and places of interest. There are no family pets.

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

Overall the quality of the provision is good.

The childminder provides a safe, welcoming and homely environment for children. She provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. Overall, procedures to promote children's safety are good and most systems for recording children's progress are developing well. The childminder evaluates her practice and demonstrates good capacity for ongoing improvement.

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

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

- develop systems to use the knowledge gained from observing children to clearly show what the intentions are for progressing them onto their next steps so that all children are supported to fulfill their potential
- provide opportunities for children to take part in regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

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

Clear procedures are in place to safeguard children. The childminder demonstrates a secure understanding of the procedures to follow should she have concerns about a child in her care. Effective risk assessments are in place for all areas of the childminder's home and garden as well as for all types of outings undertaken with children. These demonstrate that the childminder has a clear understanding of potential risks to children's safety and the action necessary to be taken to minimise

these. However, although the childminder has a clear procedure for the emergency evacuation of the premises, this is not practised regularly to help children to develop a clear understanding of it. All documentation is in place and is well organised to help underpin children's welfare and safety. A good range of resources are stored at low level so that children can easily access them. Children learn about equality and diversity through discussions, activities and through a wide range of resources. This helps them to understand the world around them.

The childminder considers each child as an individual; their needs, thoughts and feelings are considered as she organises her provision. For example, she ensures a balance of attendance at local groups with time spent in her home with the children. Therefore, children benefit from socialising with others as well as focussed support from the childminder. Currently, the childminder does not care for any children who also attend other early years settings. However, she is aware of her responsibilities to liaise with other provisions when this situation changes. Partnerships with parents are effective. They receive a good range of information about the service offered which includes a wide range of written policies and procedures which fully underpin and reflect practice. Daily diaries and regular discussions mean parents are kept well informed about their child's day. The childminder is keen to further her professional development and is working towards a Level 3 childcare qualification. She is enthusiastic about her childminding and is focussed on enjoying the time she and the children spend together. She is able to fully reflect on her practice and has gained very positive parental feedback. The childminder has worked hard to develop a good quality provision in the short space of time since registration. She has used the Ofsted self-evaluation form and intends to update this regularly to help her effectively track and monitor future developments with regards to the impact they have on the outcomes for children.

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

Children are very settled with the childminder and form secure bonds with her. They are always well supervised and experience good levels of direct support because the childminder deploys her time effectively. Children's progress in all six areas of learning and development is fostered well in the stimulating and homely environment of the childminder's home. The children are interested in the activities and toys that are provided and are consistently engaged in purposeful play. For example, they keenly request to make up their own stories as they create pictures of their own out of felt pieces, inviting the childminder to join them. The childminder makes good use of effective questioning to extend children's numeric understanding as she prompts them to count the number of flowers on each picture.

The childminder has made a good start to developing her use of observation and assessment. She demonstrates good skills in matching her observations to the expectations of the Early Years Foundation Stage. However, children's next steps in learning are not identified as part of the current process. Children's speech and language skills are developing well as they converse happily with the childminder

and enjoy sharing stories together. The childminder ensures children have daily opportunities to play out in the fresh air. They learn about healthy lifestyles through visits to 'pick your own' farms and by helping to make pizzas for tea. Regular trips out into the local community help children to learn about others around them. Children practise their early mark-making skills as they paint, colour and draw. Thus, children are developing good skills for the future.

The childminder promotes a very calm, yet consistent, approach to supporting children's behaviour. She is mindful of their individual stages of development, using clear explanations and distraction techniques to help children to play cooperatively together. Mealtimes are social occasions and children are very polite and say 'please' and 'thank you' at appropriate times. Ongoing instructions ensure that children are reminded of how they can keep themselves safe. For example, younger children are discouraged from throwing plastic lids in the air in case they hurt their eyes. They learn about road safety when out and about including safe places to cross the road. Children benefit from a very clean environment with comfortable spaces to rest and sleep. They demonstrate good personal hygiene procedures as they independently wash their hands after using the bathroom.

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