

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY393741    |
| <b>Inspection date</b>         | 23/11/2009  |
| <b>Inspector</b>               | Penny Wood  |
| <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 was registered in 2009. She lives with her husband, parents and pre-school aged child in Swanmore, Hampshire. The ground floor of the home is registered for childminding and there is an enclosed garden for outdoor play. The childminder is able to walk to local schools and pre-schools. The family have a dog.

The childminder is registered to care for a maximum of five children under eight years old at any one time, of whom, two may be in the early years age group. She currently has eight children on roll aged between one and 11 years old. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder has good strategies in place to ensure children's individual needs are met. All children are welcome within her provision, with clear strategies in place to ensure children are able to participate in the varied range of activities and play opportunities provided. Clear steps have been implemented since registration to ensure she provides good quality care for children within her homely environment, which enables parents to leave their children with confidence. Children benefit from the experience the childminder has gained working within other childcare settings, which she uses well to inform her practice and to guide her provision for children and their families.

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

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

- continue to develop working relationships with parents and other settings and use information gained relating to children's development to support and guide the planning of children's next steps within their individual learning journeys.

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

Children benefit from the childminder's clear knowledge and understanding of her child protection policy. Good strategies are in place to ensure the home is safe and children are able to play unreservedly with the available resources, free from the risk of harm. On outings, the childminder ensures children are safe, such as checking play parks are free from hazards before allowing them to play.

The childminder has good systems in place to evaluate provision and takes appropriate steps to consolidate and improve her practice. For example, within her

planning of activities, the childminder has adopted a flexible approach to ensure children engage and participate according to their interests, in preference to providing planned and formal activities.

Parents are provided with clear information relating to her role, responsibilities and children's learning and development. The childminder has evaluated a range of activities that she provides in order that parents may gain an insight into her aims for children's learning and development. For example, when providing music and movement, the childminder aims to promote children's fine and gross motor skills and independence within their movements.

The childminder shares information daily with parents to ensure they are informed and gain an insight into children's time spent within her care. She has also taken steps to liaise with the school so that information may be passed to parents as required. However, the childminder does not routinely take into consideration children's achievements at home or within other settings to support and guide her planning for children's next steps within their individual learning journeys.

Written policies are used by the childminder to guide her practice, with records and documentation completed in suitable detail. A clear understanding of the steps to follow should concerns relating to a child's development arise, ensure the childminder is able to promote inclusion and meet children's individual needs.

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

Children benefit because the childminder takes time to settle children gradually into her care. The childminder gathers clear information from parents in relation to children's individual needs, routines and abilities, which enable her to provide care accordingly. Children enjoy good opportunities to choose activities for themselves from the wide range of available resources. The play area is spacious, allowing children plenty of room to explore and participate in their play and activities.

Children are able to make progress across all areas of learning because the childminder provides a wide range of toys and activities. The childminder has a good understanding of how to vary activities to ensure all children are able to participate, regardless of their age or ability. Children are able to revisit activities and play opportunities. As a result, this promotes children's confidence and allows them to consolidate their learning. Children enjoy participating in opportunities that they particularly enjoy, such as digging in garden beds and playing with sand.

The childminder has a clear understanding of where children are within their development and provides activities accordingly. For example, for very young children who are new to her care, she primarily promotes their personal, social and emotional development to enable them to feel confident and at ease within her home, gradually introducing them to new activities and challenges as they settle. During times when children are uneasy, the childminder uses reassuring strategies to console them, offering children comfort until their dispositions improve. Children are confident to seek reassurance from the childminder, who responds warmly to

them.

Good systems are in place to encourage children to develop an awareness of safety when away from the home. For example, when crossing roads, the childminder ensures children follow road safety rules. Children enjoy regular opportunities to be outside and to benefit from being in the fresh air, regardless of the weather. Frequent visits to play parks enable children to use a wider range of equipment, which promotes their physical development and encourages children to enjoy a healthy lifestyle.

Children are learning about good hygiene routines, such as washing hands prior to eating, with individual towels provided to reduce the spread of germs and infections. They are encouraged to eat healthy options, such as fruit and vegetable sticks at snack-time, promoting a healthy diet from an early age.

Children generally behave well because the childminder consistently applies boundaries and a firm approach, particularly in relation to encouraging children to share and take turns. Discussions relating to children's feelings encourage children to develop respect for each other. The childminder promotes positive behaviour, for example, through the award of stickers for good behaviour. Children are gaining an awareness of the wider world through age appropriate strategies. For example, children enjoy access to an appropriate range of resources, which promote positive images of diversity and they enjoy eating different foods from around the world.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</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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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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| 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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