

## Inspection report for early years provision

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<b>Unique reference number</b>	208929
<b>Inspection date</b>	18/09/2008
<b>Inspector</b>	Beverly Kemp-Russell
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder was registered in 1997. She lives with her husband and two sons aged 10 and 13 years. They live in a house in a village location in Lincolnshire. There are shops, a park, a school and pre-school all within walking distance. The whole of the ground floor only of the childminder's house is used for childminding and is easily accessible. There is an enclosed garden available for outside play. The family have a dog as a pet.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children under five years and four children over five years before and after school. She also offers care to children over five to nine years. This provision is registered by Ofsted on the Early Years, Compulsory and Voluntary Childcare Register.

The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

The childminder provides an inclusive environment for children and their families in a safe and welcoming environment with well-planned activities. Children's welfare is promoted by the childminder who demonstrates a secure understanding of safeguarding procedures. A close and effective partnership with parents contributes significantly to ensuring that the individual needs of all the children are met. She promotes children's independence and develops their self-esteem by encouraging them to try new activities and by giving praise and encouragement. The childminder has attended relevant training courses to update and develop her knowledge of childcare issues and is able to identify gaps in her provision.

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

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop further a robust system to maintain a regular two-way flow of information with parents and between providers

To fully meet the specific requirements of the EYFS, the registered person must:

- Conduct regular risk assessments to ensure outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.

18/08/2008

## The leadership and management of the early years provision

The quality of leadership and management is good. The organisation of the childminder's home provides children with good opportunities to learn and develop. The conservatory is child-orientated and is equipped with good quality resources which are easily accessible to children to enable them to make their own choices. The childminder follows a basic daily routine where children are provided with opportunities to learn through play. Children's skills are developed through the use of good learning opportunities being promoted during everyday occurrences, for example, helping to prepare snacks and baking. The childminder has very good relationships with the children in her care and knows them very well.

Records, policies and procedures are comprehensive and are reviewed regularly. They are used effectively to promote the welfare of children. The registration, insurance certificate and Ofsted poster for parents are displayed along with other relevant information. However, risk assessments are not formally recorded to ensure all reasonable steps are taken to ensure hazards are kept to a minimum.

Children learn about keeping themselves safe as they practise road awareness. Children are cared for in a safe, secure environment because the childminder has a consistent approach to health and safety. The childminder has a clear understanding of issues relating to safeguarding children and has all relevant information and contact details. Important information such as written parental permission for the administration of medication and accident records are fully completed to ensure children's safety.

The partnership with parents and carers is good. Children's needs are met by daily verbal communication between the childminder and parents. Children are looked after according to parents' wishes and the childminder ensures she is aware of their opinions and attitudes. The childminder has a settling in policy to ensure children are happy and content prior to the childminding arrangement commencing. However, formative assessments are not shared between parents and the childminder therefore, planning and assessment are not always used effectively.

## **The quality and standards of the early years provision**

Children enjoy their learning and are making good progress towards the early learning goals because effective flexible planning takes into account children's individual development needs. For example, the childminder will take lead from children's interests and build on this to encourage learning and development. The childminder gathers good information from parents about children's needs and interests. This information is recorded but is not used effectively to inform initial assessments and planning. However, the childminder knows children well and extends their interests through the exploration of topics through books and craft activities. For example, the children have recently created a poster about American Red Indians and used their finger painting skills to create hedgehogs.

Flexible planning ensures that children are offered a balanced range of activities and they are encouraged to explore their environment. For example, children are

encouraged to ask questions as they look at books and enjoy problem solving as they create a floor jigsaw. This develops children's language skills and questioning techniques. They show interest in a cutting and sticking activity paying particular attention to cutting out very small pieces of paper helping to promote small manipulative skills. Children use number in everyday situations when counting the trains on the jigsaw puzzle. Children have regular access to the outdoor area which allows them to develop physical skills on a range of equipment. Imaginative activities such as growing cherry tomatoes and gardening encourage children to learn about the natural environment and how things change. Children use books to help children understand different cultures, children with disabilities or special needs and the wider world. Children select resources which develop their learning such as programmable toys and prams and dolls. Children respond well to the childminder who gets down to their level and follows their lead. Children make their own choices and access a good range of resources that are age-appropriate and which meet their needs. They experience an interesting learning environment through activities provided by the childminder such as nature walks to collect items of interest. She offers a range of art and craft activities to develop children's creativity such as making and using play dough, sticking and painting. Children continue to be challenged, interested and excited about the activities.

The well-organised environment is interesting and attractive with colourful information posters and displays of children's creative work. Resources are interesting, attractive and accessible. Low storage units and boxes are placed so even the youngest children are able to access them. Children are offered numerous opportunities to learn about the importance of a healthy lifestyle. They help to shop for, prepare, grow and cook fresh vegetables. They enjoy home cooked nutritious food and have lots of physical activities. The childminder talks to them about fresh air and exercise and takes them to places of interest such as Wacky Warehouse and the local parks.

Children's behaviour is managed well due to the childminder's consistent approach in promoting positive behaviour. Children show respect for themselves and others, encouraged by the childminder setting a good example. Children receive lots of praise and encouragement, and guidance is applied consistently to ensure they are aware of acceptable boundaries. Children are calm in response to the childminder's relaxed manner.

The childminder is aware of adapting activities to fully meet the needs of and include all children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- confirm how a Level 2 qualification in an area of work relevant to childcare OR training in the core skills as set out in the document 'common core skills and knowledge for the children's workforce' will be achieved.

15/11/2008

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints or concerns raised since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.