

## Inspection report for early years provision

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| <b>Unique reference number</b> | 223639            |
| <b>Inspection date</b>         | 12/12/2008        |
| <b>Inspector</b>               | Juliette Jennings |
| <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 1999. She lives with her husband and their three adult children in a house in Shrewsbury, Shropshire. There are shops and schools within easy walking distance. Only the downstairs rooms are used for childminding. Access to the property is via a small step to the front and rear entrance, or ramped access via the conservatory. There is a rear garden that the children can play in and there is a pond, which is securely covered, in the front garden. The family have two dogs as pets, which have their own area within the garden.

The childminder attends local carer and toddler groups as well as local childminding groups on a regular basis. She is a member of the National Childminding Association, is qualified to Level 3 in early years childcare and education and is able to take and collect children from local schools and pre-schools. She is registered to provide care for six children on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is currently minding three children from birth to eight years on a full-time and part-time basis.

## **Overall effectiveness of the early years provision**

Children's individuality and uniqueness is supported very well in this homely, caring and child-friendly environment. Extremely solid, consistent systems for partnership working and secure relationships with parents and others mean that children's needs, as individuals, are sympathetically and consistently met on a daily basis. Documentation is well-maintained, detailed and provides parents with clear information about the safe, secure and exciting environment which is thoroughly enjoyed by their children. Children benefit greatly from a child-orientated learning environment where they can explore and investigate in free-play activities. The childminder has clear ideas about what she needs to do in order to continue to improve this very good service and to ensure that outcomes for children continue to be strong.

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

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

- develop and consolidate the systems for planning and assessment so that links are made to fully support children's ongoing progress towards the early learning goals.

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

Children benefit greatly because the childminder's implements a strong partnership with parents, seeking to provide an individual, and unique, quality experience for all. Daily diaries are completed for all children and are used very effectively as a

two-way flow of information to ensure consistent care. Noticeboards, photographs and daily discussion are used effectively to relay information about what all children have been doing during the day. In addition, the childminder uses other forms of communication such as the telephone and emails, to ensure that as much information about children's development as possible is available to families. This means that children can be cared for consistently, within a caring environment which fully supports ongoing progress in learning and development, in line with parents wishes.

Robust systems are in place to enable a secure, safe environment where children can explore, investigate and make good progress. Daily visual safety checks and regular completion of thorough written risk assessments for the environment. Security in and around the home is good and ensures that children remain secure in the childminder's care. Access to relevant training and availability of thorough, detailed written procedures compliments the childminders solid and secure understanding of safeguarding issues. This means that any concerns about children's welfare can be addressed promptly and efficiently.

The childminder's access to training is ongoing; the skills and knowledge learnt are reflected in the consistently strong childminding service. Good practise, ideas and guidance are quickly entwined into the provision and help her to continually improve on and reflect upon her practise. She has clear aims and objectives in relation to what she needs to do to develop her service so that children continue to be well cared for and given good opportunities to develop and make progress. In particular, the childminder is looking at developing a formal system for completing ongoing assessments and using these to help plan for future progress towards the early learning goals.

The childminder uses her knowledge and experience to continue to provide a warm, welcoming and homely environment for the children in her care. She has developed, and continues to use, strong and effective systems so that children's individual needs and requirements are provided for. Clear and detailed written policies and procedures are in place which reflect the good practise evident in the childminding service.

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

Children spend time with favourite activities in a comfortable and child-friendly space. Children make marks with a variety of resources such as pencils and crayons and older children have time to develop their early writing skills when they trace over familiar letters. The childminder has a calm, yet consistent manner and supports all the children with a capable, relaxed and caring ethos. Younger children enjoy being alongside older children at times during the day, for example, at lunch time when they want to have the same plates and sit in similar sized chairs at the table.

The childminder provides a suitable range of activities which enable children to become aware of the wider world around them. For example, resources which promote positive images of diversity are readily available within the toys on offer

to the children and adult-led activities explore festivals and other significant events. In addition, the very close partnership with parents ensures that children's individual needs and routines are accommodated very well within the well-organised childminding space.

Children are encouraged to become independent learners, develop their self-esteem and confidence because they can make decisions about what they want play with in an environment which fully supports child-initiated play. A range of adult-led activities are provided which further support ongoing individual development. The childminder provides activities and resources which interest the children, whilst helping with their development and progress towards the early learning goals. However, the systems for providing planned activities using individual assessments have scope for further development to ensure all children continue to make solid progress towards the early learning goals.

Children enjoy healthy snacks and meals. Parents can provide packed lunches, which children enjoy in a social time, chatting about what they like, do not like or what they have been doing at nursery. They begin to have an awareness of how fruit and vegetables arrive on their plates. Children are able to take a drink when they wish as the childminder provides individual, age-appropriate cups and prompts younger children to take a drink frequently. Records and documentation are well maintained to ensure children's health needs are met.

Children begin to develop an awareness of keeping themselves safe. For example, whilst reinforcing road safety rules on the way to collect another minded child from the local nursery.

## 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*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 1 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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:

Met

## **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 made to Ofsted 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.