

## Inspection report for early years provision

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<b>Unique reference number</b>	223809
<b>Inspection date</b>	30/01/2009
<b>Inspector</b>	Rachel Wyatt
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1990. She lives with her husband and two adult children in a village near Bridgnorth in Shropshire. The whole of the ground floor and parts of the first floor are used for childminding. There are a few steps to the premises and within the ground floor area and stairs to the first floor. A toilet is available on the ground floor. The setting is in a rural location with a large enclosed rear garden and access to open countryside and woodland walks. The family have a dog and a cat.

The childminder is registered to care for a maximum of six children at any one time. She is registered by Ofsted on the Early Years Register and there are currently 11 children attending who are within the Early Years Foundation Stage (EYFS). The childminder also looks after children aged over five years and is registered by Ofsted on the compulsory part of the Childcare Register. There are currently no children on roll in this age group. The childminder works with her mother who is her assistant.

The childminder has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language. She is a member of the National Childminding Association. The childminder has the support of the local authority.

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

Overall the quality of the provision is good. Children thrive in the welcoming and interesting environment created by the childminder and her assistant. They are reassuring and kind, ensuring children are fully occupied and contented. Children's individual needs are fully understood by the childminder so they are well cared for and fully included in the many worthwhile activities and experiences provided. Children and their families also benefit from the childminder's commitment to developing her service such as addressing recommendations from the last inspection and her priorities for improvement highlighted in her self evaluation.

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

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

- improve the links between assessment and planning to show more clearly how each child's learning priorities are reflected in relevant and motivating learning experiences
- improve safety by obtaining parents' written permission for children to take part in outings.

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

Children are fully safeguarded. Since the last inspection the childminder and her assistant have attended relevant safeguarding children training. They now have a sound understanding of their responsibilities and what to do if they have concerns about a child's welfare. The childminder's effective systems also help to safeguard children. This includes seeking all required information about each child's family circumstances so she knows who has legal contact and parental responsibility, and who will be collecting them. Her child protection policy is shared with parents.

Children are kept safe. The childminder has updated her risk assessments. These and daily checks of the premises help to ensure hazards are dealt with promptly so that all areas, toys and equipment are safe, well-maintained and clean. Outings are well-organised so children safely enjoy walks and farm visits. Parents are aware of these outings but they have not been asked to give their written permission, although their consent has been obtained to the childminder transporting their child in a vehicle.

Children's health and hygiene are effectively promoted as the childminder knows about their medical history and any health and dietary needs. The childminder's health, hygiene and safety procedures are explained to parents. Should children become unwell, have an accident or need medication they have prompt appropriate treatment in line with their parents' wishes. Since the last inspection improvements to record keeping mean parents give required consents to their child having emergency medical advice and treatment. Parents have prompt feedback about any matters relating to their child's well-being, including signing and receiving copies of accident and medication records.

Partnerships with parents, carers and other settings children attend are successful and valued by the childminder. Parents are warmly welcomed. They are encouraged to settle their children and exchange information about their routines, interests and achievements. The childminder ensures parents and carers are well informed about how she operates and parents are encouraged to look at her policies, portfolio and displays of other information relating to her registration. A clear complaints procedure ensures parents understand their rights and the childminder's responsibilities should they have any concerns. The childminder has also been proactive about making contact with other settings children attend, in order to promote partnership working and continuity for each child.

Children's welfare, learning and development are supported by the childminder's commitment to ensuring high quality provision. She keeps up-to-date by attending courses and through her personal research. The childminder carefully monitors different aspects of her childminding, especially health and safety, and is becoming increasingly confident to track children's progress. Priorities identified from her self-evaluation, completed by herself and her assistant, have been promptly addressed. For example, she has revised her risk assessments including daily checks, updated other safety procedures and further improved security and fire safety.

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

Babies and children have a rewarding time. They settle quickly in the most inviting play room, happily exploring interesting toys, equipment and books. They love being outside, relishing opportunities to be based in the spacious well-equipped garden when weather permits, or otherwise going on daily walks in the local countryside and woodland. Children's understanding of animals and their surroundings is further enhanced by visits to a nearby farm, and in the childminder's home they safely enjoy the company of her well behaved dog.

Babies and children make good progress in all areas of learning. Many toys are accessible so they can choose what they want to play with and resources reflect children's interests. For example, younger children's self-expression is encouraged by the use of well stocked treasure baskets and plenty of colourful toys made from different materials or which make different sounds. Children's imagination and creativity are fostered through small world and role play and rewarding art and craft activities. Children's critical thinking and problem solving are encouraged from an early age, for instance as a toddler works out how to 'post' small toys or shapes into different containers or older children count how many cups or plates are needed at meal times. Children are curious and observant. They regularly explore dough or water, collect twigs and leaves, and experiment with how things fit together or work. Children's awareness of information technology is fostered whilst they play with realistic domestic play items, programmable toys and use a laptop.

Children's learning and development are supported by the childminder's increasingly effective assessment and planning. Her long term plan identifies overall learning objectives for children in the EYFS. From talking to parents and her observations, the childminder confidently identifies each child's starting points and individual learning priorities, but it is not always clear how or when these are achieved. However, parents and carers are well informed about their children's activities and routines through regular feedback, including the childminder's use of a daily diary for each child.

Children's life skills are successfully fostered. Babies and children are confident, sociable and active learners. The childminder and her assistant chat easily to them, encouraging their responses so children become confident and articulate speakers. Children are well behaved because the childminder is receptive to their changes of mood and ensures they are purposeful and busy. Children are helped to concentrate, persevere and to play well together or independently. They develop positive attitudes towards each other and about the wider world through meaningful play and discussions, for example, during their Chinese New Year celebrations. They behave in ways that are safe to themselves and others, learning about dangers and how to sensibly manage risks. Children are physically active, understand and adopt healthy habits such as good hygiene practices, and make healthy choices about what they eat and drink.

## 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.	2

### 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?	2
How well does the setting work in partnership with parents and others?	2
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?	2
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

## **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.