

## Inspection report for early years provision

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<b>Unique reference number</b>	224587
<b>Inspection date</b>	07/01/2009
<b>Inspector</b>	Lynne Milligan
<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 has been registered since 1993. She lives with her husband and two children aged 17 and 16. They live in a house in Trent Vale within walking distance of shops and schools. The childminder attends the local carer and toddler group on a regular basis and walks to and from local schools. The property is accessed via a step up into the hallway, with steep steps down into the garden. All areas of the property are used for childminding except the master bedroom. There is a fully enclosed garden available for outside play and is accessed either through the side gate or the rear entrance to the property.

The childminder is registered to care for three children in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register to provide care for children in the later years age group. She is currently caring for three children in the early years age group and two in the later years age group.

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

Children's welfare, learning and development are well supported by the childminder's successful practice. The childminder works closely with parents, carers and other settings the children attend to deliver an inclusive environment, with enjoyable experiences for all. A good understanding of the requirements under the Early Years Foundation Stage offers the childminder strong foundations for assessing her practice, with clear and achievable plans for the future. Children are developing well and enjoy a wealth of activities that are suitably delivered, with observations and assessments to ensure they are generally progressing across the early learning goals.

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

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

- develop understanding of the Data Protection Act and the Freedom of Information Act (documentation)
- develop knowledge of the timescales in which to respond to any complaints in relation to the different registers (information and complaints)
- ensure observations are assessed in order to plan children's next steps and inform future planning for individual children
- ensure planning is further developed to cover all the early learning goals with specific regard to; information technology and that it relates to each child's stage of development.

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

All policies and procedures, necessary for the safe and efficient running of the setting are in place, supported by good working practices that support both children and parents. Although the childminder's understanding of the Data Protection Act and Freedom of Information Act is weak, she assures confidentiality by storing all the documentation securely. Policies are shared with parents and carers, with clear and concise information that is well presented. Details of the complaints procedures are precise with systems to record any should they occur, however, the childminder is unsure of the timescales in which she should respond in relation to the registers she is on. Examples from her Self Evaluation Form demonstrate the childminder's commitment to developing her practice. She is able to clearly identify her strengths and weaknesses and uses the Self Evaluation Form as a useful tool to inform future plans.

The childminder's successful implementation of the EYFS ensures children are cared for in a safe, warm and welcoming environment. As well as daily visual checks, written risk assessments ensure all areas, both indoors and out are assessed to minimise hazards. Supportive explanations from the childminder help children develop a sense of their own personal safety whilst out walking or whilst visiting various attractions. Children are able to explore the property, with close supervision from the childminder that does not hinder their freedom. Children are further protected as the childminder has a good understanding of safeguarding. Systems in place to monitor existing injuries, along with a clear understanding of what to do with concerns she may have, offer the childminder the confidence to ensure any incidents are acted upon quickly and with sensitivity.

Precise details gained from parents offer the childminder an insight into the children she cares for and each of their individual needs. Relationships with parents and carers have developed well to ensure all are happy, with the security of knowing that the children are receiving the best care possible. Close links with local schools ensures continuity of care and helps with situations such as, transition for children starting school to supporting children with specific needs, as well as sharing important information regarding safeguarding. Comments from parents highlight the importance the childminder plays in their children's lives for example, how their children have developed both in their learning and emotional needs and how she makes them feel so welcome. Her inclusive environment is further supported as the childminder develops children's understanding through resources, activities and discussion. Although there are currently no children attending with any difficulties and disabilities or with English as an additional language, the childminder is proactive in her approach, with a valued interest in providing all they need in order to support them.

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

Children's welfare is well-supported as children follow secure routines, with sensitive support from the childminder. Children eat packed lunches and snacks provided by the parents that are stored correctly to ensure their freshness. Drinks

are offered regularly to ensure children do not become dehydrated with explanations as to why water is good for them, along with the benefits of healthy eating and exercise. Children have ample room to move about, explore their environment and develop their imaginations. Children have access to a large, secure garden including visits to the park, local toddler group and various outings. Safety is promoted as they practise fire drills using various exits and learn about road safety as they walk to and from school, with careful reminders from the childminder to follow the house rules. Behaviour is closely monitored by the childminder who adapts her practice to ensure all children have an understanding of how their behaviour impacts on others, with discussions of the possible consequences. Children enjoy a happy and stimulating environment, with care from the childminder who values and respects both children and parents.

Although the childminder does not formally plan for the learning and development needs of the children, she ensures a general balance of activities to suit most children's needs. Children sometimes choose what they would like to do, with suggestions from the childminder if she has an area of learning she would like to cover. As a result, this sometimes leads to an imbalance with children having too much choice at times. Observations are carried out in line with the early learning goals; however, as next steps are not identified and there is no formal planning, children's progression is not easily tracked to ensure they are developing at their individual stage. Children all join in together as they read books, exploring their senses as they compare the various textures of the fairies wings. Older or more able children use language to describe what they feel whilst the childminder reinforces specific words to the younger ones. They learn to share and take turns as they all sit on the floor together, making the noises of the horse or pig and giggling as they imitate their understanding of the farm animals. The childminder offers support when it's needed, allowing children the freedom to direct their own play but stepping in to offer new ideas. Careful questioning extends children's learning and offers concepts to encourage their thinking skills. Children thrive in this environment and clearly feed off the childminder's knowledge and understanding of her role and the importance it plays in developing and challenging children's skills. Most areas of learning are planned for but some are not as consistent such as, physical play and information technology. Some problem solving toys are provided that help children learn about shape, size and colours with other activity toys that help with coordination and control. Children explore their imaginations as they play in the play house, dressing their baby dolls and cuddling them as they negotiate their play. The childminder carefully watches to ensure their safety, reminding them not to run as it will spoil their fun. Children listen and respond to her with confidence, sitting inside the play house and feeding their dolls or posting hand made letters through the letterbox.

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