

## Inspection report for early years provision

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<b>Unique reference number</b>	209978
<b>Inspection date</b>	17/09/2008
<b>Inspector</b>	Linda Tomkins
<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 two children aged nine and 14 in Staffordshire. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The whole of the ground floor and two bedrooms and bathroom on the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five years and two children over five years on a part-time basis. The childminder walks to local schools to take and collect children. The childminder attends local pre-school groups.

The childminder is a member of the local childminding network and a member of the National Childminding Association.

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

The childminder provides very effectively for children in the Early Years Foundation Stage. The childminder works closely with parents and has well developed links with other providers to ensure all children's specific needs are met. Children are settled, relaxed and respected as individuals by the childminder and her family. The provision is efficiently organised to enable inclusion in all activities for all children. The childminder is developing her understanding of the Early Years Foundation Stage and meets the all of the specific legal welfare requirements. She plans her activities, however, these plans do not clearly record the next steps in children's learning

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

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

- ensure the fire blanket is fixed to the wall to ensure effective operation
- make sure the risk assessment is regularly reviewed and updated
- ensure observations and records include the next steps for children's learning and rate of progress.

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

Children's care, safety and welfare are actively promoted because the childminder continues to update and extend her skills through undertaking a competency assessment and attaining an early years level 3 qualification and attending workshops on The Early Years Foundation Stage.

Records, policies and procedures that support the childminder to promote positive

outcomes for children are well maintained. Parents regularly provide updated, detailed information on their children's needs to enable the childminder to plan and provide care and learning that is tailored to each individual child. Children's individual profile records are under development and freely available to parents. Currently, aspects of care and progress towards the early learning goals is shared with parents verbally and with detailed daily written information about activities children are engaged in each day. This contributes to parents becoming involved in their children's learning at home.

Children's welfare is nurtured within the home. The childminder protects children from harm or neglect as she has a sound understanding of the Local Safeguarding Children Board's procedures and signs and symptoms of abuse. All adults within the provision have undergone the effective vetting procedures which ensures they are suitable to have regular contact with children and further promotes their safety. Safety equipment is fitted to both levels of the home. However, risk assessments records are not regularly reviewed and updated and the fire blanket is not secured to ensure effective operation and keep children fully safe in an emergency situation.

The childminder is developing detailed systems to monitor and evaluate the provision and she frequently discusses with parents and network childminders where improvements are necessary. For example, all policies and procedures are under continual review and information is shared with other providers. Systems to monitor continuous improvement and self-evaluation are in place and used to inform future plans. Parents are encouraged to be actively involved in their children's care as they are provided examples and photographs of their children's work. Parents are encouraged to comment on the provision. Comments show how parents value the high standard of care and learning given to their children.

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

The childminder effectively promotes children's welfare, learning and development. Children are helped to learn how to keep themselves healthy because they have frequent opportunity for both physical and outdoor play activities. They routinely follow the good hygiene practices such as washing their hands before food and enjoy their nutritious healthy snacks and packed lunches. Children learn to keep themselves safe as they are taught road safety on frequent walks and listen carefully to clear instruction when using resources.

Play spaces are well planned and arranged to enable children to choose and participate in a wide range of stimulating activities that meet their play and development needs. Young children are comfortable and readily settle to sleep after lunch.

Children's self-esteem and well-being is fostered as the childminder sees the children as individuals. She adapts her plans for learning and care to take account of children's starting points and likes and dislikes as discussed with their parents.

Children are able to independently access a range of toys and equipment to help

them make good progress in their personal, social and communication development as they observe their peers and learn to share and play companionable together. Early numeric skills improve as they describe the various shapes of their sandwiches. Children listen attentively and enjoy interacting to stories such as 'We're going on a bear hunt', which supports them to develop their early reading skills.

Children celebrate a range of festivals to further promote their understanding of the wider world. They discover the natural world both inside and outside the setting by 'bug hunting' and making spiders. The childminder has lists of activities and is developing individual observation and assessment sheets to clearly show the next steps for children's learning and evaluate her own practice and the children's progress. The childminder regularly praises and congratulates the children on their progress and achievements to develop their confidence and self-esteem. Older children react positively to the childminder's high expectations for good behaviour and help to plan and arrange their own activities.

## 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?	Good
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: 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.