

## Inspection report for early years provision

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<b>Unique reference number</b>	EY216879
<b>Inspection date</b>	11/11/2008
<b>Inspector</b>	Mary Anne Henderson

<b>Type of setting</b>	Childminder
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## 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 2002. She lives with her two children aged 10 and 13-years-old in a house in Telford. All areas of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and a member of Telford and Wrekin Childminding Network. The childminder is qualified to Level 3 in Early Years Care and Education and attends training provided by the local authority.

The childminder is able to collect children from the local schools and pre-schools. She is registered to provide care for six children on the Early Years Register and the compulsory part of the Childcare Register and is currently minding three children from birth to eight years on a full-time basis. She receives support from the local authority.

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

The childminder works closely with parents and carers to ensure children are well settled into the home thereby ensuring their ongoing welfare is effectively maintained. The learning and development of individual children is supported well through all experiences in the setting. The childminder ensures space both indoors and outdoors is well utilised to effectively support the children's welfare, learning and development. She implements procedures to evaluate the provision which includes input from both the parents and the children. The childminder shows a strong commitment to further improving the provision.

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

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

- ensure children's information records include the named person with parental responsibility for the child and any legal contact issues.

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

- undertake paediatric first aid training. 09/12/2008

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

The childminder, parents and carers share detailed information about the child's routines and current stage of development. This is done both verbally and in writing. In addition, each child has a development file which includes their art

work, observations and information about the child's next steps. Parents and carers are involved in systems to identify children's starting points in their learning and development. They are also supported well with children's learning and development in the home setting. Strategies to develop links with other settings providing for children in the Early Years Foundation Stage (EYFS) are good. Planning is shared between all providers thereby ensuring children's needs are well met.

The maintenance of records, policies and procedures implemented are effective and ensure positive outcomes for all children. However, parental responsibility with regard to legal issues is not clearly recorded. Also, the childminder's first aid qualification has lapsed recently. Improvements made with regard to outdoor safety ensure children are now kept safe while playing in the garden. Children's welfare is promoted maintained. All areas are checked by the childminder before the children arrive each day. There is also a comprehensive risk assessment in place. This includes areas, toys, activities and all outings involving the children. There is a detailed self-evaluation system in place which includes information gained from children and their parents.

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

Opportunities for children to extend their development in all areas of learning are good. They enjoy a broad range of outings to places of interest such as visits to the local library and parks. Children use a range of large equipment to extend their physical development. At the park they use climbing frames, swings and slides thereby extending their physical development well on a regular basis. They also like running around in the garden, playing ball games and riding their trikes. Children enjoy a range of activities that help them explore information communication technology. For example, under supervision, they like to use the computer. They use various computer programmes which supports their problem solving, number and language skills. Children also count in everyday situations such as counting the stairs when going to the toilet and when going to the shops to buy two pints of milk. Children learn about a healthy lifestyle. They talk to each other and the childminder about healthy eating and the benefits of physical activity on their bodies. Children learn about keeping themselves safe as they are involved in the fire evacuation procedures and as they use the Green Cross Code while on outings.

Every child is highly valued and acknowledged and all children are progressing towards the early learning goals in all areas of their development. The children freely access a range of resources and equipment. Planning ensures children are provided with opportunities for adult-led and spontaneous play. Children are confident and have good levels of self-esteem. They respond positively to the childminder's high expectations for good behaviour and praise is used throughout the day. The children enjoy the company of their peers and the childminder. They enjoy sharing and turn-taking with the home corner resources, dolls and dressing-up resources. Children also extend their skills in imagination painting pictures and building three dimensional creations using junk materials. The children broaden their knowledge of the world around them when attending toddler groups and childminding groups where they can mix with a variety of different people. This

extends their skills in communication.

Children explore a range of festivals including Chinese New Year and Diwali. Their knowledge of festivals is extended through arts and crafts, food tasting and imaginary play thereby consolidating their learning. Children are confident and independent as they problem solve. They repeat and discuss what they are doing as they weigh out and mix ingredients for cooking activities. There are opportunities for children's mark-making and writing. They help themselves to the crayons and pencils using paper and colouring-in sheets. Children's work is displayed for them thereby promoting their sense of belonging.

## 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?	3

### 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

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.