

## Inspection report for early years provision

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<b>Unique reference number</b>	EY376716
<b>Inspection date</b>	20/10/2008
<b>Inspector</b>	Janice Walker
<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 on the Early Years register in 2008. She is also registered on the compulsory and the voluntary part of the Childcare register. She lives with her husband and their two children aged seven and three years, in Retford, Nottinghamshire. The whole of the ground floor is used for childminding purposes with bathroom and sleeping facilities within this area. There is a fully enclosed garden for outside play. The home is easily accessible with parking available on the road at the front of the home. The family keep guinea pigs in a hutch in the garden.

The childminder is registered to care for a maximum of four children at any one time. She walks to local schools to take and collect children and has a vehicle available to take them on outings. The childminder attends the local parent and toddler groups and is a member of the National Childminding Association.

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

The childminder meets children's individual needs as she works closely with parents and ensures that relevant information is shared. Sensitive settling-in procedures support young children to separate from their parents and they build warm and friendly relationships with the childminder and her children. The childminder organises her home well and plans activities based on children's individual interests and abilities, therefore promoting their development. As children are relatively new to the setting, she is still in the early stages of developing effective methods to observe and track their progress to ensure that they make optimum progress in all areas of their development. Ongoing self-evaluation by the childminder ensures that children's changing needs continue to be met.

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

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

- review the wording on the parental written permission forms relating to taking children to hospital so that it clearly specifies consent for seeking emergency medical advice or treatment
- continue to develop planning to ensure that children access activities which cover all six areas of learning equally
- continue to develop assessments of children's progress so that next steps for learning are clearly identified to ensure that they make maximum progress across all areas of learning and develop systems of involving parents in this process.

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

The childminder has made a very strong start to her childminding business. She has developed a comprehensive range of policies and procedures which support the safe and efficient management of the provision. She has devised a good range of documentation to support her in gathering information from parents to ensure that she is able to meet children's individual needs. However, consent for emergency medical treatment is not specified clearly on the consent forms which could possibly compromise children's well-being. All documentation is shared with parents so that they are fully aware of her childcare practices, and support consistency and continuity for the children in her care. The childminder has attended the required courses and demonstrates a commitment to personal development through the training courses she has booked to attend in the near future and the support systems she has established since her registration. She has formed effective relationships with other local childminders and with support staff from the local authority and attends regular meetings to ensure that she keeps abreast of current good practice. She reflects on the children's day at the end of each day and makes ongoing minor changes to improve. She has devised questionnaires to give to parents at identified times, to seek their feedback in order to support her monitoring and evaluation systems and make positive improvements to her provision.

Parents are provided with good quality information about the setting and a daily diary keeps them informed about their children's daily routines and what they have been doing. Parents provide a good level of information about their children at the start so that the childminder can respond to their needs appropriately and provide activities they enjoy. The childminder is in the early stages of developing children's assessment records and has not yet established ways of enabling parents to contribute to these and therefore provide them with information about how to support their child's learning and development at home.

Children are well protected as the childminder has undertaken and recorded a comprehensive risk assessment of all areas of the home and has put appropriate measures in place to minimise the risk of accidents. The home is organised to provide ample space for children to explore their play materials and these are readily and easily accessible to all. The childminder demonstrates a secure knowledge of relevant safeguarding children procedures and the possible signs and symptoms of child abuse. Parents are provided with written information about her responsibilities within these. Within the home all household members are suitably vetted and appropriate systems are in place to ensure that children are well supervised when they are outside of the home environment.

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

The childminder has established effective systems to actively promote children's welfare. She maintains appropriate standards of cleanliness within the home and observes good hygiene practices such as those she adopts when changing babies' nappies. She promotes healthy eating through the provision of nutritious, well-balanced meals which include home-grown, organic fruit and vegetables. Children learn the principles of a healthy lifestyle through examples such as walking to school. Mainly robust procedures for dealing with accidents and illnesses ensure that

she can respond effectively to these and share appropriate information with parents. Effective steps are taken to ensure children's safety, for example, she makes appropriate use of safety equipment and monitors the premises, toys and equipment on an ongoing basis to ensure they remain suitable and safe, enabling children to play and explore their environment safely. She encourages positive behaviour and respect for others through her high levels of attention and effective use of praise. Clear and consistent messages help to support young children to begin to learn the difference between right and wrong.

Children make good progress towards the early learning goals because the childminder has a secure knowledge and understanding of their individual needs and demonstrates a good awareness of their levels of ability. Now children have settled and formed good relationships with her, she is beginning to make observations, which she links to developmental guidance, to monitor their progress. These are currently in the very early stages of development and are not yet having a full impact on children's learning and progress. The childminder has not yet begun to record identified next steps of learning nor developed ways for parents to contribute to these records so that they can support their children's learning at home. Systems are not yet secure in ensuring that all six areas of learning are equally covered to support children's maximum progress across all areas. However, based on her knowledge of individual children, the childminder plans and provides a good balance of appropriate adult-led and child-initiated activities. She creates a stimulating environment where displays of children's art work promote their self-esteem and they develop confidence and independence as they freely move around their identified play areas making their own decisions regarding their play.

The childminder gives high levels of attention and support, maintaining a flow of conversation with babies to support their developing language skills. Toys such as shape sorters, bead frames and stacking rings introduce children to early mathematical concepts alongside opportunities for practising their manipulative skills. They eagerly explore and investigate the workings of activity centres and battery operated toys, smiling with satisfaction as they make items pop up or initiate musical sounds. The childminder rewards their efforts with praise and smiles. The childminder makes effective use of her observations to plan activities based on children's needs and interests. They particularly enjoy creative activities, exploring the texture of paint as they make marks using their fingers, hands and feet. They investigate the natural world as they gather leaves and conkers for an autumn display and then enjoy creative sessions as they use these to make patterns using paints. They participate in many activities outside of the home, regularly accessing the wide selection of toys in the garden and attending toddler groups where they are introduced to larger groups to support their developing social skills. The childminder has a range of resources which promotes children's awareness of differences within society such as books and dolls and is gathering additional images to display to extend this. She has systems in place to develop this further when children other than young babies begin attending.

## 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
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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 registration.

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.