

## Inspection report for early years provision

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<b>Unique reference number</b>	312738
<b>Inspection date</b>	16/03/2009
<b>Inspector</b>	Ann Coggin
<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 May 1997. She lives with her adult sons in Marske-by-the-Sea. The whole of the ground floor is used for childminding, with the exception of the bedrooms. The children have access to an enclosed rear garden for outdoor play. The family has two cats.

The childminder is registered to care for a maximum of four children under eight years at any one time of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local nursery and school and attends several toddler groups.

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

Overall the quality of the provision is good. Children are happy and secure in their environment, because the childminder provides resources that are age appropriate in order to promote their welfare and development. They receive good support from the childminder who knows them well and all children are valued and respected as individuals. The childminder has developed her policies and procedures and has addressed the previous recommendation to ensure continuous improvement of the setting. She demonstrates her commitment to good practice and improvement through using her self evaluation effectively and attending training courses.

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

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

- continue to develop assessment systems to further promote children's individual learning
- develop the complaints log to ensure confidentiality is maintained.

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

The childminder is well organised and has a good understanding of providing care and developmentally appropriate activities for children. She continues to improve the quality of the provision by attending training and this has a beneficial effect on the care children receive and the overall quality of the provision. The childminder is aware of the importance of safeguarding children and the implementation of practical policies and procedures ensures that children's welfare and safety are promoted at all times. For example, she has a clear understanding of child protection issues and whom to report any concerns to. Risk assessments are

undertaken and include outings. The childminder has procedures for evaluating her practice to identify areas for improvement. This evaluation process means that she continuously reviews progress and measures the impact of any changes.

The childminder actively shares information with other childcare providers to assist her in delivering a professional service to children and their families. The interaction between the childminder and children is good, enabling them to understand what they are taught; this ensures children's individual development is promoted. There are procedures in place to monitor their development, however, the assessment records are not used fully to enable the childminder to plan activities specifically for each child in order to help children move on to the next steps in their individual learning. The childminder records details of the progress children are making and shares this information with parents enabling them to be part of their child's learning.

The childminder develops good relationships with parents. They are given copies of her policies and procedures. A complaints log is in place, however this does not respect confidentiality. The childminder actively seeks parents views on her provision by asking them to comment on the care she provides. Parents respond favourably, commenting on the first class service provided and how happy and settled their children are in the childminder's care. The childminder is pro-active in developing links with other providers who deliver the Early Years Foundation Stage ensuring continuity for all the children.

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

Children arrive at the setting confidently and are eager to take part in the activities. They are making good progress in their learning because of the range of interesting and enjoyable activities provided. They benefit from a balance of adult-led activities and self-initiated play. Children's social interaction is developing well as they regularly attend toddler groups and meet up with other childminder's and their children. They are starting to learn the boundaries of behaviour as they are given gentle reminders in language they understand about what is acceptable, such as sharing and playing together, for example sharing the sticks with the xylophone. Children receive constant recognition for their good behaviour and efforts.

The childminder shows a good awareness of child development and is able to extend activities to support the children. For example, she gets down to their level as they play with the jigsaws and encourages the children to match the shapes and try to work things out for themselves. The childminder supports children so their confidence and self-esteem is well fostered. Children are relaxed and secure in their surroundings as they independently select what they want to play with, as toys are stored at low level. They confidently move from one activity to another and benefit from the interaction of the childminder as she extends their learning and promotes their language skills through asking open ended questions and waiting for their response. Children enjoy painting pictures and making hand prints for mothers day and colouring in their own personal gift bag. They have access to resources which reflect diversity and disability and celebrate festivals ensuring all

children feel valued and included. They enjoy opportunities to visit places of interest, for example, the beach to collect pebbles and shells, the woodland nearby where they climb wooden sculptures and a nearby field where they can observe the horses and sheep grazing. They enjoy visiting the library to choose their own books and join in story time. The childminder provides a good range of activities covering all areas of learning. Regular outings to toddler groups, the beach and play parks ensure children have access to fresh air and exercise. The childminder knows the children well and uses photographs and observations to support their development.

There are effective arrangements in place to maintain children's good health and well being. The childminder works with parents to ensure children have healthy snacks and regular exercise. Children have good hygiene routines and develop independence as they deal with their own care needs, such as wiping their own noses and placing tissues in the bin and washing their hands after using the toilet. They are aware of the reasons why they should wash hands and this is reinforced by the childminder as she gently reminds children who forget. There is no risk to health because the childminder follows good hygiene procedures in relation to cleanliness and infection control. For example, children with an infectious illness are not cared for therefore preventing cross infection.

## 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.