

## Inspection report for early years provision

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| <b>Unique reference number</b> | 316883                    |
| <b>Inspection date</b>         | 23/10/2008                |
| <b>Inspector</b>               | Sandra Elizabeth Williams |

|                        |             |
|------------------------|-------------|
| <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 1997 and lives with her husband in Barrow-in-Furness, Cumbria. The whole of the childminder's bungalow is used for childminding apart from the dining room. The premises are easily accessible to all children and parents who attend. There is a fully enclosed garden to the rear of the property for outside play.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding six children aged from two years to 11 years. She lives close to local schools, shops and other useful amenities. The childminder attends local toddler groups. The family has two dogs.

The childminder is a member of the National Childminding Association. She holds a National Nursery Examination Board qualification and a National Vocational Qualification level 3 in Childcare and Education.

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

Children are cared for in a welcoming, inclusive environment where their uniqueness is recognised and respected by the childminder. Children's individual needs are well met because the childminder is conscientious in making sure she knows each child well. Their welfare is promoted well and they make good progress in their learning and development. Partnerships with parents and others contributes significantly to ensuring that the needs of all children are met. Policies and procedures are inclusive and available to parents. The childminder has evaluated her practice and has a clear understanding of her strengths and areas for development. She has a very positive approach to continuous improvement and further training.

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

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

- develop the systems for gathering more information from parents about children's starting points and capabilities when the children first attend the setting
- further develop the systems for identifying children's individual learning needs to inform future planning, and specify individually what children need to learn next in all areas of learning.

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

The childminder maintains well-organised records, including written policies and procedures to ensure that the needs of all children are well met. She has attended

all of the required training courses and is well qualified to provide high quality care and education. She strives for continuous improvement and keeps up-to-date with current practice by reading relevant documents and by working with other childminders to share good practice ideas. She takes a great pride in her work and clearly works hard to ensure children's individual needs are well met. She has begun to evaluate her practice, is positive and enthusiastic about ensuring further improvements and has a clear understanding of her strengths and areas for development. The two recommendations from the last inspection have been addressed.

Children are safeguarded due to the childminder's written risk assessments, which are effective in identifying and eliminating risks. The childminder ensures that the premises, equipment and toys are suitable and safe and that children are kept safe on outings. The childminder also keeps children safe due to her knowledge and understanding of the local safeguarding children procedures and her commitment to keeping up-to-date with current legislation. Children's health and well-being are well promoted because there are effective procedures in place if children become ill or have accidents.

The childminder keeps the parents well informed about the Early Years Foundation Stage (EYFS) by talking to them and providing information for them to read. She also keeps parents informed about their children's progress through regular discussions and by sharing her written observations and photographs of the children's achievements. The childminder has not yet fully developed her systems for obtaining information from parents regarding the children's starting points and capabilities. The childminder liaises with other childcare settings delivering the EYFS, such as playgroups, in order to ensure continuity in the children's learning and care.

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

Children are provided with a wide range of interesting activities to help them make progress across all areas of learning. The childminder supports children well in their learning as she has developed a good grasp of the EYFS. The nurturing and homely environment created by the childminder helps children learn through play and progress towards the early learning goals. She clearly has a very warm and positive relationship with the children and she knows the children extremely well, having looked after many of them since they were babies. She recognises that children are all unique and this is respected and encouraged.

The childminder pre-plans an exciting range of activities, both indoors and outdoors, which result in children enthusiastically learning through play. Children enjoy a good balance of adult-led and child-led activities, which help them in their overall development. The childminder observes and assesses children as they play and keeps written records of their progress. She has not yet fully developed her systems for using this information to inform future plans for individual children's next steps in all areas of their learning.

Children of different ages enjoy taking part in baking activities. They make Eid party

biscuits to celebrate the end of Ramadan. They take turns in mixing the ingredients with wooden spoons. The younger children are able to join in as the mixture gets softer and easier to mix. They develop their fine motor skills by using implements as they kneed the dough and cut it into four pieces, carefully rolling it to make round biscuits. The children learn many different skills during this activity. They learn how to work together, take turns and support each other. They learn about different cultures and festivals as they talk to the childminder about Ramadan. They develop their counting and problem solving skills as they count out the biscuits, making sure there are enough for everyone. They also learn about different textures and smells as the biscuits bake in the oven.

The children learn about their community around them whilst on their nature walks. They enjoy collecting leaves and taking them home to create collages using leaves of different sizes and shapes. They enjoy counting the leaves and making interesting patterns on the paper. The children thoroughly enjoy playing a game called circle hunt. Children of different ages join in and participate at their level and ability. The children excitedly hunt for hidden circles in the garden and are delighted when they find them. They enjoy identifying the different sizes and colours and the older children enjoy helping the younger children during this activity. Children also enjoy meeting other children and adults on outings and develop their social skills and confidence to try new experiences. They also enjoy singing, taking part in action songs and learning nursery rhymes, all of which help them to develop their language skills.

Children learn the importance of leading a healthy lifestyle as they are encouraged to eat healthy snacks, such as fruit. They are also encouraged to take regular exercise and enjoy fresh air whilst playing in the garden. When the weather is inclement, they enjoy wrapping up well and wearing their wellingtons to splash in puddles on their nature walks. Children learn about keeping themselves safe, for example, when on outings they know they must be careful near traffic. Children learn from an early age to value and respect diversity in others because the childminder acts as a positive role model and provides activities that reinforce these positive values. The childminder effectively supports children to develop skills in numeracy, literacy and information technology, which contributes positively to their future economic well-being.

## 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.