

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY302703
<b>Inspection date</b>	05/11/2008
<b>Inspector</b>	Elenora Griffin
<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 2005. She lives with her husband and one adult child in Droitwich, Worcestershire. The whole ground floor of the childminder's house is used for childminding, where children have access to toileting facilities and a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years of age at any one time. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder currently cares for six children in the early years age group and three children in the older years age group before and after school and during school holidays. The childminder drives to take and collect children from the local primary school and nursery. The family has one pet rabbit.

## Overall effectiveness of the early years provision

Children enjoy being cared for in a friendly and welcoming environment in which they benefit from having their backgrounds and cultures acknowledged and celebrated. Close, positive relationships with children and their families ensures that children's needs are appropriately met and that they are well supported in their learning and development. However, children's safety is compromised due to the lack of adequate insurance cover for transporting them to and from school and nursery on a daily basis. The childminder has not updated her records, policies and procedures to reflect the Early Years Foundation Stage and appropriate child protection guidance publications are not in place. The childminder strives to continually improve the provision for children through ensuring that activities and themes are responsive to their interests and needs.

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

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

- update records, policies and procedures to reflect the Early Years Foundation Stage
- ensure that child protection policies and procedures follow the guidance set out in the publication, 'What to do if you are worried a child is being abused - Summary' and are in line with Local Safeguarding Children Board procedures
- develop observation and assessment systems in order to effectively plan for children's individual next steps in learning and development.

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

- ensure that necessary steps are taken to safeguard children through providing adequate insurance cover for vehicles in which children are transported.  
(Safeguarding and promoting children's welfare)

14/11/2008

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

Close partnership working with parents is a key strength in the setting. Parents receive good quality information about the activities, routines, food and drinks that are provided for children. The childminder gets to know children well right from the start through the detailed information she gathers from parents about children's likes, dislikes, temperaments and abilities. Children enjoy continuity of care because they see parents and the childminder working together and giving consistent messages. Parents have active voices and letters that they have written speak very highly of the standard of care provided by the childminder and the quality of working relationships that they have with her. Daily chats between the childminder and parents ensures that the childminder is able to be responsive to children's changing needs and interests. Parents are encouraged to be involved in children's learning through borrowing books from the childminder to share at home with their children. Children greatly enjoy sharing things that they have brought from home with the childminder and beautifully prepared scrapbooks of children's time with the childminder are gifts that children and their families can treasure.

Well-organised records, policies and procedures ensure that generally children's care needs are appropriately met on a daily basis. However, children's safety is compromised because adequate insurance cover is not in place for the vehicle used to transport children to and from school and nursery on a daily basis. The childminder has not updated records, policies and procedures to reflect the Early Years Foundation Stage. For example, a record is not made of risk assessments conducted for outings or travelling to and from school and nursery, and information for parents in regard to children's learning and development have not been updated to reflect the Early Years Foundation Stage. The childminder has a clearly written child protection policy in place and a sound knowledge and understanding of child protection issues. However, she does not have appropriate supporting child protection guidance and procedures in place and this has the potential to impact on children's welfare.

The childminder has completed a recent self-evaluation and this clearly highlights aspects of her practice that are strong. Although it does not identify any areas for improvement or plans for continuous development training, the childminder has plans to improve the provision for outside play. On a daily basis the childminder reflects on activities and strives to adapt and improve her provision in order to meet children's needs and interests.

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

Children make good progress in their learning and development, well supported by the age- and stage-appropriate activities and resources that the childminder provides for them. Children are happy and settled in the relaxed atmosphere of the childminder's home, confident to move about freely as they access the toys and resources available. The childminder gets to know children very well and interacts meaningfully with them, singing songs, telling stories and talking about their

experiences. The childminder also takes advantage of spontaneous learning opportunities throughout the daily routine, encouraging children's independence and care for their environment. Children have lots of fun playing with toy animals and musical instruments, riding on cars and enjoying cuddles from the childminder.

The childminder is in the process of developing a photographic folder that illustrates how the activities that she provides help to support children's development towards some of the early learning goals. Over time the childminder provides various activities and experiences for children that help to support their development across all six areas of learning. Children's achievements and abilities are celebrated through scrapbooks containing photographs of them at play and comments they have made about their interests. However, outcomes for children are not fully maximised. This is because the childminder does not assess her observations in order to establish children's starting points and to effectively plan for their individual next steps in learning and development.

Children are beginning to learn how to keep themselves safe as they participate in regular practices of the emergency evacuation plan. Children benefit from sociable meals times when they sit together to enjoy healthy, balanced meals and one another's company. Children are well supported as they develop a good understanding of how to be healthy. They enjoy daily opportunities to be active both inside and out, participate in activities to grow food in the childminder's vegetable patch and signs in the childminder's home remind children to wash their hands after toileting and before meals. Children are well behaved and respond positively to the childminder's calm, firm approach towards behaviour management. The childminder engages with children at their level, helping them to share and to take turns with lots of praise and encouragement. Various activities help children to learn about diversity and the world around them, and children become meaningfully involved as topics incorporate the countries and cultures that their parents have come from and that they have visited.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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>	3
How well are children helped to stay safe?	3
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

## **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.