

## Inspection report for early years provision

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<b>Unique reference number</b>	EY217864
<b>Inspection date</b>	13/11/2008
<b>Inspector</b>	Pauline Pinnegar
<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 July 2002. She lives with her husband, her adult son, and daughter aged 10 years. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under the age of eight at any one time. There are nine children on roll. With two children aged under five years. The childminder also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register.

The childminder collects children from and takes them to local schools, and visits parks, toddler group and the local library.

The childminder is a member of the local childminding group, and has support from a local authority advisor.

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

The childminder provides an inclusive and welcoming environment to all children and their families. There are effective systems in place to safeguard children's welfare. The childminder is aware of the six areas of learning and has sound knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements. Children have fun and are making satisfactory progress; however, the processes for observation, assessment and planning are not yet sufficiently robust to clearly track progress towards the early learning goals, children's current interests, and to fully support learning and development. The childminder has made improvements to her practice but priorities for future development are not readily identified.

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

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

- further develop the use of assessments to clearly track children's progress towards the early learning goals
- further develop planning systems to meet children's current interests, development, and learning needs
- develop the opportunities for children to take part in energetic play both indoors and outdoors
- develop the systems for self evaluation to ensure continuous improvement
- develop the opportunities for children to begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

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

Children are cared for in a safe and secure environment. The childminder has a good understanding of her role and responsibility in safeguarding children. She has a clear understanding of child protection issues and where to report any concerns. She has completed recent training to update her knowledge and understanding in this area. Comprehensive risk assessments effectively help to ensure that children remain safe, both in the home and on outings. All the required records, policies and procedures are in place and implemented effectively to promote children's welfare. The childminder has a positive approach to keeping abreast of early years matters by attending EYFS training and is currently completing her level 3 course in Early Years.

Positive relationships with parents are in place. Parents are provided with a helpful written portfolio of the childminder's practice. They are asked to share information about their child's care needs and interests, and the childminder shows sensitivity to their role as prime carer. This means that the childminder is knowledgeable about children's starting points, which helps her to focus appropriately on planning for individual needs. The childminder is considering ways to establish links with other settings and to improve continuity in children's learning; although, children on roll do not currently attend any other settings. Parents are routinely kept in touch about their children's welfare and progress on an informal basis and also formally through written daily diaries. The childminder is starting to encourage parents to contribute information about home experiences, to help her plan enjoyable activities with children.

The childminder provides a varied range of healthy meals and snacks and children have some opportunities for exercise and fresh air. They walk daily to and from school and enjoy playing in the childminder's garden, promoting children's welfare. However, the childminder has identified the need to provide children with more opportunities to enjoy energetic play both indoors and outdoors. The childminder has made some improvements since the last inspection that benefit children. There is now a clear record of children's attendance in place and parents sign to acknowledge the medication record. She has also made significant efforts to begin the introduction of the learning and development requirements of the Early Years framework into her practice and made training in this area a priority. However, she does not systematically monitor her approach to making improvements or evaluate their impact on outcomes for children. This limits the childminder's capacity to build on strengths and address any areas for continuous improvement.

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

Children enjoy their time with the childminder. She is sensitive to their individual needs and helps them to feel a sense of security and belonging. The childminder gets to know children, talks with them all the time and joins in their play. Simple house rules are reinforced consistently in everyday routines, so that children clearly understand expected behaviour. The childminder helps children to be caring towards others and to respect difference. They help themselves from play

equipment from the low-level storage, or those presented at floor level, and they confidently ask for items which they cannot see, or cannot quite reach. The resources are good quality and used well by the childminder to cover most areas of learning and types of play. However, opportunities for children to develop their understanding about their own and other people's cultures are limited. The childminder recognises this is an area for development.

Children make sound progress in their learning and development. The childminder has begun to make simple, written observations of what children do and enjoy. She is using photographs to reflect children's experiences in their 'learning journey' diaries. However, she is not yet fully familiar with all elements of the Early Years framework, which limits her confidence in using the observations, planning, and assessment to effectively plan next steps in children's development and clearly track their progress.

Children enjoy a variety of activities. They visit local groups regularly such as the library and toddler groups. This helps children develop confidence as they socialise with other children. Children love reading stories and singing rhymes together and the childminder uses these activities appropriately to extend learning as they explore sounds with a range of musical instruments. Children are beginning to problem solve as they measure their height using and follow sequence and patterns in painting activities. They also explore colour and shape through hand painting activities. Children have opportunities to gain knowledge and understanding of the world as they explore concepts of floating and sinking in water play and observe the changes in the weather. Children explore, and take a positive level of risk which develops their skills and independence in what they do and this is well managed by the childminder. The children have a range of experiences which help them to develop a positive sense of themselves; to be kind and respectful to others; to share and take turns.

The varied selection of resources ensures children have positive role play and imaginary experiences. For example, they use their imagination with a range of small world toys. Children begin to understand about keeping themselves safe, for example, as they learn not to run indoors. They think about road safety during their walk to and from school each day and learn safe practices as they use the large play equipment in the park. They are also gaining an understanding of healthy eating as they help prepare their own sandwiches and make healthy choices when they are offered fruit at snack time.

## 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?	3
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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written procedure to be followed in the event of an allegation being made against the childminder (safeguarding and promoting children's welfare).

27/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written procedure to be followed in the event of an allegation being made against the childminder (safeguarding and promoting children's welfare).

27/11/2008

## **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.