

## Inspection report for early years provision

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<b>Unique reference number</b>	EY301173
<b>Inspection date</b>	03/02/2009
<b>Inspector</b>	Lynne Pope
<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 partner, two adult children and two children aged 14 years and 15 years. They live in the residential area of Biddick Woods in Shiney Row. The whole of the ground floor, except for the utility room, and the master bedroom on the first floor of the childminder's home are used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years. There are currently four children in the early years age group. She also cares for children aged over eight years. The childminder cares for children seven days a week for 47 weeks of the year. The childminder has completed a relevant training course and holds a current paediatric first aid certificate. She takes children to and collects them from the local school and attends the local parent and toddler group.

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

Overall the provision is satisfactory. The childminder offers an open and accessible service to all, where activities and interests are led by the enthusiasms of the child. Children make satisfactory progress in their learning and development. The childminder has a caring nature which ensures that children are included and have their welfare needs met. However, systems to evaluate children's starting points and planning for continued progress in their learning, linked to the Early Years Foundation Stage (EYFS), are not in place. Parents are welcomed and valued as experts on their child, which enables their child to take a full part in the setting. Relationships have been developed with other settings that children attend where information is shared about children's welfare. However, information is not shared about their learning and development to promote continuity.

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

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

- further develop links with other organisations providing the Early Years Foundation Stage to ensure continuity of care and learning for children
- promote equality of opportunity through providing examples of disabled people's lives as part of a wider representation of children's differing backgrounds and experiences
- implement and deliver individualised learning and development plans for children linked to the Early Years Foundation Stage and based on the information gathered about their starting points.

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

The childminder has made a commitment to improving her knowledge. Several relevant courses which cover the welfare and education of children have been

completed since the last inspection. For example, first aid and food hygiene courses have been completed. This helps to ensure the welfare of the children. The home is safe and secure for children's care. A record of risk assessments has been completed which highlights possible hazards for children both in the home and on any outings. Children learn to keep themselves safe. For example, they practise emergency evacuations of the home and the childminder gives them reminders about keeping themselves safe. Written policies and procedures have been adopted and parents receive a copy. This helps them to understand how the provision is organised. The childminder demonstrates a good knowledge of how to put them into practice, in particular if she should have a safeguarding children concern. Recommendations made at the last inspection have been addressed. For example, a detailed record is maintained of children's attendance and consent has been sought from parents to seek emergency medical treatment or advice. The childminder monitors her practice and implements any necessary changes that she highlights.

Effective settling in procedures ensure that the childminder develops an understanding of the child's needs, likes and dislikes. As a result, children settle in really well and are actively interested in the activities provided. A good relationship has been developed with parents. Information is shared daily in written format for babies and weekly for older children. Verbal discussions are also held. Parents sign consent for the childminder to share information about their child with other provisions that care for their child. This has helped relationships to be developed with these other provisions, however, information regarding children's learning and development is not shared to promote continuity. Parents have stated in letters left for the inspection how happy they are with the standard of care that their child receives.

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

Children are provided with satisfactory opportunities to help them make progress across all areas of learning and development. The childminder provides an appropriate balance of adult-led and child-initiated activities to ensure children are interested and motivated to learn. Courses have been attended based on the EYFS to develop her awareness of the requirements. The weekly written plan provides possible activities for children to take part in. However, observations and assessments have not been implemented in relation to children's starting points and linked to the EYFS. This results in children's progress not being followed to ensure they make good progress towards all of the early learning goals.

The home is organised to help children learn independence. A broad range of age appropriate resources is set out daily in the front room and children have easy access to further resources from the cupboards. Some resources reflect different cultures, religions and gender roles. However, there are no examples of disability to help develop children's understanding. Children are happy and settled with the childminder. They have developed good relationships with each other. For example, children show care and concern for each other as they share the resources. They develop early reading skills through practical experiences. For example, they love to look at books either on their own where they start to tell the

story from the pictures or share them with the childminder. Mathematical language is used in everyday play. They count numbers and recognise the written format in the resources. Size language, such as tall, is used as they build towers with plastic blocks. Past events are recalled, such as outings they have been on, and their attention is drawn to living things as they look at the birds in the garden. Regular outings are made to places such as toddlers and time for rhyme where they learn to join in and respect each other. Children with English as an additional language are fully integrated into the setting.

Children's behaviour is managed sensitively and positively by the childminder. Their achievements are responded to positively with praise. They are well behaved and aware of the boundaries that have been set. Their good health and well-being are promoted. Essential information on any special dietary, health or cultural needs is sought before they attend. A wide variety of healthy options are provided or discussed with parents that provide a packed lunch. For example, children enjoy pasta with cheese, fish pie or soup. Children are encouraged to try the various foods in imaginative ways such as mashing carrots into potatoes. Children begin to understand and adopt good hygiene practices. For example, they learn control of their bodies and use the bathroom independently. Paper towels for hand washing are provided to minimise the spread of 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>	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?	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>	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?	3
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?	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:	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.