

## Inspection report for early years provision

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<b>Unique reference number</b>	EY376012
<b>Inspection date</b>	30/01/2009
<b>Inspector</b>	Jayne Utting
<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 has been registered since July 2008. She lives in Benton with her husband and their two children. The ground floor of the home, as well as a bathroom and toilet on the first floor, are used for childminding purposes. There is supervised access to a secure rear garden for outside play. The family has a pet dog and hamster.

There are currently two children attending, who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to two children who are over five years old. Ofsted registers this provision on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local childminder drop-in on a regular basis.

## Overall effectiveness of the early years provision

Children clearly enjoy their time with the childminder and there are effective systems in place, to ensure their welfare needs are well met. She actively encourages children to celebrate the diversity of the world in which they live, respecting individual and different needs. Purposeful praise and encouragement, further ensures children develop confidence in themselves, recognising their own unique strengths and abilities. However, there are no robust systems in place, to build on the childminder's self-evaluation and to identify targets for future development. This impacts on her capacity to maintain a cycle of continuous improvement.

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

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

- further develop procedures for observation and assessment in order to identify clear learning priorities and plan relevant learning experiences for each child
- develop a culture of reflective practice, self evaluation and informed discussion to clearly identify strengths and priorities for development.

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

- carry out a full risk assessment for each type of outing undertaken (safeguarding and welfare)

20/02/2009

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

The childminder has developed a good understanding of the welfare requirements of the Early Years Foundation Stage (EYFS) and this is reflected in the detailed range of policies and procedures, which she has in place and which underpins her practice, including child protection, health and safety, behaviour management and equal opportunities. Robust procedures for recording attendance, medication administration, accidents and allergies, further protects the welfare of the children she cares for.

The childminder has a positive attitude towards her career and has recently completed a number of shorter training courses, including safeguarding children and the Introduction to Childminding Practice. Detailed, regularly reviewed risk assessments ensure the suitability and safety of indoor and outdoor furniture, toys and equipment. This combined with appropriate supervision and safety equipment minimises potential risks to children. The childminder has written procedures in place for outings and discusses the effective safety practices she employs, which includes carrying a mobile telephone and emergency contact numbers. However, she does not have written risk assessments in place for outings, as required by the EYFS.

The childminder has developed strong, effective links with parents and ensures the ongoing two-way flow of information about children's progress and achievements. Parents receive copies of the childminder's policies and procedures, including those for complaints and they are asked to sign to confirm they have read and understood them. She welcomes feedback from both parents and children, about the service she provides and has developed a questionnaire, to collect this information on a regular basis. The childminder is aware of the requirement to ensure the exchange of relevant information with other providers of the EYFS to children in her care.

The childminder evaluates the quality of the service she provides, through the informed completion of a self-evaluation form, as well as regular feedback from parents and children, both verbally and through questionnaires. Whilst this process has been effective in identifying some areas for improvement, the childminder has yet to build on this information, to identify clear actions for ongoing improvement.

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

The childminder provides a wide range of fun activities, planned around the needs and interests of the children in her care. This combined with a sound knowledge and understanding of the learning and development requirements of the EYFS, ensures that all children are making satisfactory progress. Children are clearly happy, well settled and confident in the childminder's home, enjoying learning in a meaningful, fun way. Children thoroughly enjoy painting pictures of people with smiley faces and the childminder uses this as an opportunity to describe the different colours, green like the grass for example. The use of a variety of different shaped stamps, further develops the children's dexterity and they experiment

mixing different colours together, finding out that pink and black makes purple. The childminder has effective systems in place, to support children's growing independence. For example, children have free access to a wide range of age appropriate toys and books, as well as a home made file packed full of unique craft ideas, which the children use to select a specific activity to do that day. This combined with plenty of meaningful praise and appropriate support, raises the self esteem and confidence of all children. The childminder talks to children about what they are going to do later that day, which helps them to understand the routine of the day. The teaching of basic mathematical concepts including counting, is built into everyday fun activities, as children correctly identify the number of grapes on their plate or the shapes on the paint stamps. Trips to the beach and local farms, further develops children's awareness of the natural world, as they learn about animals and sea shore life.

Important information is collected from parents, about what their children enjoy and can do. The childminder also keeps a daily diary for each child, which she uses to record individual progress and significant achievements, linking these to specific areas of learning. She has begun to undertake planned, formal observations, but is in the early stages of implementing these systems and has yet to build on this information to plan ongoing, specific learning experiences for each child.

Children enjoy daily opportunities for fresh air and exercise, whether playing outside, dancing or exploring the surrounding area on walks. This combined with the provision of healthy snacks, such as oranges and grapes, introduces children to the benefits of healthy lifestyle choices. The childminder also uses baking and cooking activities, to further promote healthy eating. Consistently applied routines and procedures for hand washing and nappy changes, also encourages children to follow good hygiene practices, protecting them from illness and infection.

Children are encouraged to take responsibility for their own safety and that of others, the childminder requesting, for example, that they take their shoes off when they come in and that they do not play on the furniture.

## 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.	3

### 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>	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?	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

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 registration.

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.