

## Inspection report for early years provision

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<b>Unique reference number</b>	EY377964
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Lynne Naylor
<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 2008. She lives with her partner and three children aged 10 years, nine years and four years in Preston, Lancashire. The ground floor of the childminder's house and a first floor bathroom are used for childminding. An area of the rear garden is fully enclosed for outside play.

The childminder is registered to care for a maximum of five children at any one time. When working with an assistant she is registered to care for a maximum of six children. There are currently four children attending who are within the Early Years Foundation Stage (EYFS). The childminder is also registered on the compulsory and voluntary parts of the Childcare Register, although no children attend in relation to this registration. The family has two cats, two dogs, one rabbit and two guinea pigs as pets.

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

Overall the quality of the provision is satisfactory. The childminder recognises each child as an individual. She actively seeks and uses information from parents to meet children's individual care needs. Children play in a home that is inclusive and welcoming. An area of the garden is designated for children's use, secured and well organised so that children can initiate their own play and follow their own interests. The childminder observes children and is beginning to refer to the Early Years Foundation Stage to monitor and plan their progress towards the early learning goals. Systems for monitoring the quality of the provision are steadily developing. Useful policies and procedures are written and are readily available to parents.

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

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

- seek information from parents in relation to children's learning and development and enable parents to contribute to the ongoing assessment process
- extend the risk assessment to ensure it includes anything with which a child may come into contact
- develop the self-evaluation system to assess what the setting offers against the general and specific requirements of the EYFS and identify the setting's strengths and areas for development
- review and update where necessary all policies and procedures, including those in the event of a child being lost or not collected.

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

The records, policies and procedures required for the safe and efficient management of the setting have been implemented. They provide parents with some useful information about the setting and are being up-dated to refer to the Early Years Foundation Stage requirements. Actions have been taken to eliminate and manage risks in the home and children are well supervised by the childminder and her assistant. However, some hazards, for example, the loft ladder, the journey to the secured garden and general outings are not yet clear in the written assessments. The childminder organises a broad range of craft activities and sets out boxes of accessible and interesting toys for children. The childminder and her assistant effectively support children to self-select items and put them away.

Inclusive practice is promoted with children's individual needs being known and met. Parents provide basic information, which is used to meet the unique welfare needs of their child. They are informed, verbally and in a diary, about their child's care and activities at the end of each day. Each child has a file containing photographs and written observations showing their progress towards the early learning goals. Parents have made comment that they enjoy looking at the photographs in the file. This system is newly implemented and is not yet showing information from parents about their child's abilities at home.

The childminder is aware of safeguarding issues. She follows appropriate procedures, which protect children, however, the written procedures in the event of a child being lost or not collected lack clarity. The childminder has made a start at using a self-evaluation system. However, it mainly identifies plans for the future, rather than stating and assessing what is being offered and using that to identify priorities for development.

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

The childminder encourages children to be physically active. Outdoors, they play in the garden and go for walks in the local area. Indoors, children have a good choice of activities that meet their interests. For instance, an older child uses scissors, with increasing control, to cut and then glue coloured cellophane on to printed numerals to make a number line. Younger children manipulate pieces of a construction set to make fences for their farm animals. Each day, two planned adult-led activities, such as making Chinese lanterns and dragons or dancing to instruments complement the child-led activities.

Indoors and outdoors, children confidently help themselves to toys from a good selection covering all areas of learning. Children make good progress as the childminder observes the children and uses the knowledge gained to extend their learning. Systems to observe and assess children's learning are steadily developing in line with the childminder's growing knowledge of the Early Years Foundation Stage. Planning systems are also being appropriately developed.

Children behave well and respond appropriately to the childminder and her

assistant who are positive role models. Children's awareness of safety is raised through discussion, books and activities. For example, they read books about a cat running into the road, make a roadway on a large roll of paper and use small world figures to role model good pavement skills.

The childminder helps children acquire skills that contribute to their economic well-being. For example, she talks to babies about what she is doing so they will link words with actions. She shares number rhymes, songs and stories, some multi-cultural, and uses good questioning techniques to extend older children's literacy and numerical skills. Children display their understanding of the wider world whilst playing with toys, such as the farm animals, roadway and vehicles. Whilst playing with a toy crane, the childminder and children talk about metals, search for magnetic items and determine that some items are too heavy for their crane. This activity, therefore, develops children's understanding of the world and their mathematical language. In addition to regular outings, which include toddler group, children's awareness of diversity is promoted through discussion about the festivals of others and related craft activities. Children also watch television programmes depicting positive images of culture, gender and disability, including the use of Makaton.

Children follow daily hygiene routines, such as washing hands and enjoy exercise and fresh air, which keeps them healthy. They generally sleep in prams outdoors, at times appropriate to their needs, as agreed with their parents. The childminder provides healthy nutritious snacks, such as rice cakes, carrot and salad peppers, and meals made from fresh ingredients, such as vegetable soup and bread for lunch and chicken, potatoes and vegetables for tea. Children are provided with regular drinks; however, cups are not kept within reach, which makes it difficult for them to help themselves.

Children enjoy opportunities to work together and are supported well by the childminder and her assistant to learn social skills whilst playing. They have access to a range of experiences and equipment to promote early writing skills, for example, paint, chalk, crayons and moving their fingers through sand and manipulating dough.

## 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?	3
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?	3
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
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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 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.