

## Inspection report for early years provision

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<b>Unique reference number</b>	252644
<b>Inspection date</b>	26/01/2009
<b>Inspector</b>	Susan Riley
<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 1985. She lives with her husband in Mansfield. There are facilities close by such as a park, school and shops. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are provided on the first floor.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children in the early years range. She also offers care to children aged over five years. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder walks to the local schools and nurseries to take and collect children. She regularly attends the local parent and toddler groups and the childminding support group.

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

Overall the quality of the provision is good. Children settle well with this childminder and enjoy a close relationship with her. They make good progress in their learning and development because she provides a well-structured programme of activities in addition to times of free play and she takes into account children's individual interests when planning the day. Her practice is fully inclusive because she works closely with parents to meet children's needs. She has started to self-evaluate her provision but has not yet clearly identified the strengths and weaknesses of her practice.

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

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

- continue to develop the use of observational assessment to clearly identify where each child is in their learning and plan effectively for their next steps
- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children.

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

The childminder has developed a range of policies and procedures to support her working practices. Relevant documentation is maintained to support children's care and to ensure their needs are known. The childminder holds a current first aid certificate and has clear procedures in place to deal with any accidents or illnesses. As a result children are protected. Children's welfare, care and safety are successfully promoted because the childminder continues to update her

professional skills, procedures and care practices through regular training. The childminder shows a commitment to providing positive learning experiences and appropriate care for the children. For example, she has taken action on the recommendations made at the last inspection. This ensures the safety and well-being of the children. The childminder has improved her knowledge and understanding of safeguarding children and gains prior written consent from parents to administer medication to their child. She attended training to help her plan activities more effectively for the younger children.

The childminder undertakes risk assessments for the home and any outing so that any hazards are identified and minimised. The childminder has started to self-evaluate her provision but has not yet clearly identified the strengths and weaknesses of her practice. All aspects of children's care are discussed with parents and fully supportive systems are in place for the ongoing exchange of information. For example, there are daily care diaries, child development files and discussions are held at the beginning and end of each day. As a result children's individual needs are identified and efficiently met. The childminder has developed a portfolio which includes written policies and procedures. These are shown and discussed with parents at the introduction meeting to ensure they are fully aware of her practice. Before children start attending, the child and their parents make visits to the childminder's home. This enables the childminder to find out about the children's interests and abilities and the children to feel comfortable in her care. The childminder has a clear understanding of her responsibility to protect children and knows how to implement the local safeguarding procedures.

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

Children are happy and actively involved in a range of activities that support their learning and development. For example, they make cakes and a birthday card for one of the peers. As a result children are developing good personal and social skills. Children's independence is promoted as they are encouraged to see to their own personal needs. For example, they are very aware of the lunch time routine with regard to washing their hands, getting their own plates and cutlery and helping to set the table. The childminder is providing children with activities to develop their skills in all areas and is responsive to their interests, which in turn makes children eager to learn and confident to suggest their own ideas. She is effective in supporting children's learning, she very easily gets down to their level. She is a good role model and uses different teaching methods in helping children learn.

Children have room to move around freely and make choices about their play and initiate their own learning. They experience a good sense of belonging through the warm and welcoming environment where children's art work and pictures are displayed. A suitable range of resources is available to promote learning and these are set out so that children can make independent choices in what they do. The resources, toys and equipment are all well cared for and are in good, clean condition. Children regularly attend the local toddler groups and other local children's activity groups. For example, the story time at the library, this helps them to socialise with a wider group of friends.

The childminder plans in a very informal manner to meet the needs of the children she is caring for. She has started to record observations of the children's learning and is beginning to use these to plan for their next steps. As a result children make suitable progress in their learning. The childminder is very pro-active in keeping children safe at all times, she reinforces good security of her premises. Children learn about keeping safe as the childminder emphasizes road safety when out walking with the children. They also practise the emergency evacuation procedure, this ensures they are fully aware of what to do in the event of a fire. The childminder promotes positive behaviour by using effective strategies and providing praise so that children's confidence and self-esteem are fostered. Children benefit from outings, as this helps to develop their understanding of the wider community. They are encouraged to walk to and from events and benefit from other activities which promote their good health and physical development. Children are provided with well-balanced nutritious meals and snacks. They help themselves to drinks as they become thirsty. Children are learning about personal hygiene as they wash and dry their hands to prevent cross contamination.

Children are well-behaved and use their manners appropriately. They receive lots of encouragement and praise to help them to develop confidence and self-esteem. Children play games which encourage their skills for sharing and turn taking. They are encouraged to talk and write or make their own marks on their art work. Children use their imagination as they role play and take on role of shopkeeper. The childminder encourages learning as she pretends to be the customer and uses play money to buy her goods. When baking the children watch with the delight as the chocolate melts and they mix in the cereals to make their 'Chocolate cakes'.

## 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.	2

### 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?	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>	2
<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
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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.