

## Inspection report for early years provision

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<b>Unique reference number</b>	EY265920
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Clare Elizabeth Pook
<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 2003. She lives with her children aged six and three years in Peterborough. The whole of the childminder's house is used for childminding and there is a fully enclosed garden used for outdoor play. The premises is accessible to most users.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children in the early years group on a part-basis. The provision is registered on both the Early Years Register the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools and pre-schools to take and collect children. The family have a dog and two rabbits and fish.

## Overall effectiveness of the early years provision

Children are making good progress in the Early Years Foundation Stage (EYFS). Children's uniqueness and individual needs are respected and valued. She ensures she has all necessary information from parents so she can successfully support children. The childminder uses the self-evaluation form to clearly identify areas to focus on for future development. She is keen to make improvements and access additional training to support this.

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

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

- match observations to the expectations of the early learning goals.

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

- provide a risk assessment for each type of outing which takes into account the nature of the outing (W1.1 Safeguarding and Welfare)

13/02/2009

## The leadership and management of the early years provision

The childminder has effective systems in place for keeping records and maintaining necessary documentation. The childminder is able to protect children from harm or neglect as she has a good understanding of the Local Safeguarding Children Board procedures. She has already attended training on safeguarding children in the past and is planning to refresh this knowledge later this year. She has robust risk assessments in place for the premises, however, this has not been extended to outings which is now a requirement of the EYFS.

The childminder obtains all essential information from parents, which helps promote children's welfare and enables the childminder to meet the children's needs. She works closely with parents and ensures she has all relevant information to support children, especially those with English as an additional language. The childminder values parents' views and seeks these through questionnaires. Some children attend other settings. The childminder has established good communication between these to assist children in a smooth transition and support any areas of development.

The childminder has an effective system in place to monitor and evaluate her own practice. She recognises her own strengths and is focused on improving her weaker areas. She has identified areas of training to develop her own professionalism and is keen to improve outcomes for children. The childminder organises her time with the children well, allowing them to make decisions about what they do. She takes the children's lead when planning activities and follows their interests.

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

The childminder is successful in promoting children's welfare, learning and development. Children are kept safe within the house and know how to evacuate the house in an emergency. They learn about stranger danger and know to keep close to the childminder when out walking. Good hygiene practices are encouraged and children know to wash their hands as soon as they come into the house from play group and before eating snacks and meals. The childminder is a good role model.

Children are able to self-select resources independently. The childminder ensures all children can access toys from the conservatory or from additional storage in the lounge. The children are able to access the outdoors all year round. The childminder uses an awning to provide shade or shelter depending on the weather, enabling children to play with water or paint outside all year round. The children explore other cultures through music, dressing up and dance. Posters of flags and maps displayed show children where different countries are. Children enjoy playing with dough, pretending to make cakes and cook them in the cooker. They pretend to be dogs feeding each other and walking around the room on all fours. A frozen puddle whilst walking to school sparks an interest with the children. The childminder uses this to show children how to make ice cubes, watch them melt and relate this, to chocolate melting in their hands when they are hot.

Children use V tech and other simple equipment to explore technology. They use puppets to make up stories and act out role play situations. Mark-making opportunities each day enable children to learn to write and find their name encourages them to read. Games such as 'monkey business' support children's counting skills. All of which provide children with good skills for the future.

The childminder deals with challenging behaviour calmly and professionally. She is consistent with the boundaries she sets and follows through her actions with explanations and as a result, children are learning the difference between right and

wrong. Children are polite and remember to say 'please' and 'thank you'. Children are encouraged to hang up their coats, find their own shoes and pour their own drinks. This promotes independence and gives them a sense of belonging.

The childminder plans activities along themes as well as what the children enjoy. She clearly covers the six areas of learning well through both adult-led and child-initiated play. The childminder is sensitive to children's needs and spends time explaining things more to children who have English as an additional language. The childminder keeps records on the children, showing what they can do and their next steps. Photographs are taken as additional evidence to support observations. However, these are not at present linked to the early learning goals. All records are shared with parents. Learning intentions identified for each child are displayed so that parents can continue these at home with their children. The childminder adapts activities to meet children's needs and uses effective questioning to challenge children ensuring all children make progress.

## 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?	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>	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 that required the provider or Ofsted to take any action 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.