

## Inspection report for early years provision

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<b>Unique reference number</b>	223816
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Suzette Butcher
<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 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 1999. She lives in Shropshire with her husband and two children aged six and four. The main living areas on the ground floor of the house are used for childminding purposes. There is a fully enclosed garden for outdoor play. The family has a dog and hens.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age group. There are currently seven children on roll, of whom five are in the Early Years Foundation Stage (EYFS). The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant on a part-time basis and provides respite care for families in need. Children are taken and collected from local nurseries. The childminder is a member of the National Childminding Association.

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

Overall, the quality of the provision is satisfactory. An inclusive and welcoming service is provided with flexible organisation to meet the differing needs of families. The childminder reflects informally on the quality of her practice but she has not introduced an effective self-evaluation system. Adequate partnerships are maintained with parents, carers and others, although information sharing has not been developed within the EYFS. The childminder and her assistant hold relevant early years qualifications but their knowledge of some aspects of the EYFS is not up to date. Children's welfare needs are safeguarded through appropriate policies and procedures.

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

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

- ensure assistants are trained in current procedures to carry out paediatric first aid
- increase knowledge and understanding of the early learning goals within the EYFS to plan appropriate play and learning experiences based on children's individual needs
- implement appropriate self-evaluation and quality improvement procedures to identify clear goals for improvement
- increase opportunities to maintain a two-way flow of information with parents and other providers within the EYFS to promote continuity and progression for children.

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

The childminder aims to provide a flexible, supportive service to meet the individual needs of children and their families. She works in partnership with her assistant to promote security, consistency and continuity for children. The childminder and her assistant hold appropriate early years qualifications but the assistant's knowledge of paediatric first aid is not based on current procedures to protect children's health. The childminder recognises the importance of regularly reflecting on the overall quality of her practice, although she has not introduced appropriate self-evaluation systems to enable her to prioritise key areas to improve outcomes for children. She attends relevant training on subjects such as child protection, to increase her knowledge and safeguard children in her care. The childminder has basic knowledge and understanding of the implementation of the EYFS. However, the depth of her knowledge of the early learning goals and wider aspects of the EYFS does not help her to identify and plan appropriate play and learning experiences, based on children's individual needs. This has a negative impact on children's learning and development. The childminder promotes an inclusive environment where children and families feel included, safe and valued. She provides respite care for families in need and works in partnership with the local children's services to support children with additional needs. Positive attitudes towards diversity and difference within all children are promoted to help children to value different aspects of their own and other people's lives.

Children's safety and welfare needs are protected through the childminder's ability to identify and eliminate risks, with comprehensive risk assessment documents completed on areas of the home and outings. Positive partnerships are maintained with parents and carers, and information on children's progress is shared through verbal feedback at handover times. Parents comment that they are 'very happy with the provision' and appreciate the 'lovely relationships with the children'. Nevertheless, opportunities to maintain a two-way flow of information with parents and other providers within the EYFS are limited and do not support children's development by providing continuity and progression for everyone involved.

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

The childminder has a basic understanding of how children learn and develop in different ways from her previous experience in childcare. She informally plans activities on a daily basis to meet children's individual needs and provides a balance of adult-led and child-initiated opportunities. A suitable range of resources are organised in low-level units, to offer children choices and to promote independent, active learning. The two playrooms and bathroom are all accessible in one area on the ground floor. Children confidently make their own decisions and happily develop imaginative games together. They have fun creating a farm together as they sort animals into family groups, commenting on their size, colour and counting amounts. Small group activities promote skills, such as problem solving and working cooperatively together, which contribute towards the children's future economic well-being. Planning is based on children's interests and preferences. This includes adult-directed activities to introduce new ideas that

extend their learning and experiences. For example, children learn to weigh and mix different ingredients in cookery sessions.

Children happily tidy away their toys as part of their daily routine and learn to make a positive contribution within the setting. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children's opinions are valued and they are encouraged to accept responsibility for maintaining a safe environment. This helps them to develop a strong sense of belonging and positive self-esteem. Consequently, children are well-behaved and begin to consider each other's feelings and the consequences of their actions. They relate warmly to the childminder in the familiar environment. Resources and activities contribute to nurturing children's positive attitude towards people who are different from themselves. A healthy lifestyle is actively promoted. Children are encouraged to consider the benefits of regular exercise as part of a healthy lifestyle. They play energetic games in the park and learn more about the natural world and their local environment on walks along the canal. Safety issues are highlighted, to encourage children to learn how to recognise and respond to risks and dangers. For example, children practise emergency evacuation procedures and road safety on outings. Good hygiene routines are followed to promote a healthy environment and children are encouraged to accept responsibility for their own personal care.

## 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>	3
<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?	3
How well are children helped to make a positive contribution?	3
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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