

## Inspection report for early years provision

---

<b>Unique reference number</b>	223490
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Valerie Fane
<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 1995. She lives with her three adult children in a detached house in Ross-on-Wye. The whole of the property except for the children's bedrooms is used for childminding. Accessibility to the premises is up three steps and the property is on a steep hill. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family have two cats, gerbils and a budgie.

The childminder is registered to care for up to four children at any one time. There are currently four children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 14 years. This provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder supports children who speak English as an additional language.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children enjoy their time in the friendly environment of the childminder's home and quickly form a close relationship with her and older children also develop firm friendships with other minded children. Children are secure because the childminder's practice is inclusive. She values individual children's home background, culture and particular family circumstances and adapts her practice wherever possible to meet their needs. She has only recently begun to evaluate her practice, identify her strengths and highlight one or two areas for improvements. There is a minor weakness in the recording of medications and her formal knowledge of the six areas of learning for the EYFS is limited.

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

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

- improve knowledge of the early learning goals for children in the EYFS
- improve the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement.

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare).

23/01/2009

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

Children benefit from some improvements made by the childminder since the last inspection. She has gained some awareness of the requirements of the EYFS through attending training and has also attended a number of other training courses on topics such as a healthy eating workshop and 'Inclusive childminding: working with disabled children'. She has only recently begun to evaluate her provision but she has identified one or two areas for future improvement such as increasing support for children to gain awareness of their personal safety.

Children benefit from continuity of care between their home and the childminder because she works in close partnership with their parents. Their individual needs are met because she discusses their specific needs with parents and is flexible to adapt her routines accordingly unless she believes that other children will suffer. For example, she has enabled babies to sleep downstairs in accordance with parents' wishes. Children have a good induction to her provision and the childminder encourages parents to write down information about their likes and dislikes and their daily routines. Parents have time to read and discuss her written policies that underpin her practice and discuss these with her. Most children who also attend other early years providers thrive because the childminder has good links with the reception class teacher at the primary school and a local pre-school. She talks to staff about how children have been during the day and passes information and news between parents and teachers.

Children are safeguarded because the childminder has a sound understanding of safeguarding procedures. She is aware of the possible symptoms of child abuse and the procedures to follow if she has concerns about children in her care. They receive care in a home that is safe and secure. The childminder has carried out written risk assessments of the property and of any outings and reviews these regularly. She is also alert to temporary dangers such as current renovations to her kitchen and has ensured that hazards are minimised by using a stair gate to ensure that children have no access to the kitchen.

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

Children make satisfactory progress in their learning and development because the childminder encourages them to take part in a balanced range of activities and times of free play both indoors and outside. However, her formal knowledge of the early learning goals for this age group is limited. Pre-school children show sustained concentration and interest as they enjoy co-operative role play with the dolls and associated equipment. They put the dolls to bed, feed them, pretend to brush their teeth and use lots of language as they talk to each other and to the dolls. They look at books with the childminder and she encourages them to join in creative activities such as painting, play dough and cookery. They extend their mathematical skills by doing puzzles and through spontaneous opportunities to count objects. Children are enthusiastic learners because the childminder follows their interests. For example, she knows that a child likes tigers so they go to the library to find books on tigers and colour pictures. The childminder makes good

use of spontaneous learning opportunities such as a frosty day when they go outside and look at the patterns in the frost, pick some frosty leaves and sticks and bring them indoors to find out what happens to them. They learn about wildlife because they put food out for the birds and then watch them come to eat it. Babies explore a suitable range of age-appropriate toys and the childminder works hard to find out their preferred toys. She observes their physical development and encourages their progress towards standing and walking. Older children attending the childminder's house after school are able to relax if they are tired. In the school holidays they thoroughly enjoy a wide range of creative activities.

Children from other cultures are valued by the childminder. If they do not speak English as their first language she supports them well by using words in their home language as well as English where possible. She discusses children's language development with their parents to find out what language they are using at home and encourages children to bring books from home in their other languages. Children share their culture with the childminder and with other minded children because parents send in things to celebrate their own festivals. At times like Christmas the childminder finds out how children will be celebrating at home.

Children's welfare is generally supported well. However, when children need medication the childminder gets written information from parents about time and dose but parents do not sign the medication record until afterwards. Children learn about healthy lifestyles because they spend time outside each day. The childminder does not drive so they walk to and from school with the older children and they go for local walks. For example, they go for a walk in the churchyard to see the squirrels and in the autumn they collect hazelnuts to feed to them. They develop their awareness of healthy eating because the childminder encourages them to eat their sandwiches and their fruit first at lunchtime and they take part in activities such as making a fruit salad to extend their knowledge.

Children behave well with the childminder because she sets clear rules for their behaviour. For example, they know that they must tidy up one set of toys before getting others out. They learn to be polite and pre-school children are eager to be helpful when the childminder is caring for a younger baby. The childminder discusses any unwanted behaviour with parents to agree strategies to manage this, such as the use of time out. Children develop awareness of their personal safety when they are out with the childminder because she teaches them to hold her hand or the pushchair and to stay close to her. They also learn how to cross roads safely.

## 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?	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>	3
How well are children helped to stay safe?	2
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?	2
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

## **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.