

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY290243              |
| <b>Inspection date</b>         | 20/02/2009            |
| <b>Inspector</b>               | Shirley Amanda Wilkes |
| <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 2004. She lives with her five children aged eight, seven, five, two years and eight months in Stafford. The whole of the childminder's house is used for childminding with a downstairs toilet. There is a fully enclosed garden for outside play. The family has two dogs, four cats, two hamsters, two rabbits, three ferrets, and six guinea pigs.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll, one of whom is on the Early Years Register. The childminder walks to local schools to take and collect children. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. The childminder provides a safe, secure and inclusive environment where children are happy and settled. Her sound knowledge and understanding of the children in her care ensures that their individual needs are met and their welfare and learning is promoted. The childminder plans a good balance of activities that help children make good progress, however, these plans do not clearly record the next steps in children's learning. She makes some use of self-evaluation to identify strengths and areas for development, although, these systems are not yet fully developed. Parents are well informed about the provision through her written policies and regular verbal exchange of information.

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

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

- ensure observations are used to assess children's progress and use these to plan the next steps in children's learning and development
- develop further self assessment to include strengths and weaknesses of the provision for children within the Early Years Foundation Stage.

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

The children are cared for in a safe, secure environment. During routine outings, the childminder often talks to children about road safety allowing them to develop an understanding of how to keep themselves safe. The children's safety is further promoted because the childminder regularly practises fire drills with them. Risk assessments which helps to ensure children are safe within the home and when outdoors are completed. She has a thorough knowledge of her safeguarding policy and understands the procedures to follow if she is concerned about a child in her care. The childminder has started to develop procedures for monitoring and

evaluating the setting to identify any areas for improvement. The childminder is very well organised, providing a welcoming, colourful and inspiring environment, where children have freedom of movement between the rooms and many stimulating resources to choose from. Children's self-esteem and confidence are, therefore, promoted well. Discussions at either end of the day ensure that all relevant information is passed on. Parents are offered a suitable level of information about the provision including relevant policies and procedures. This ensures that all parties are aware of the expectations and this provides consistency for children.

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

The childminder's home is appropriately organised. The premises are clean and well maintained and arranged to enable children to make choices about their play and to develop their independence. Children learn how to keep themselves safe when out and know why there are certain rules to abide by. The childminder is clear on child protection issues and her safeguarding responsibilities to protect the children in her care.

Children's exposure to illness and cross-infection is minimised through sharing the formal sickness policy. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection, for example, by the use of individual towels. Efficient daily routine meets children's needs and promotes their welfare such as, social mealtimes where children are encouraged to eat healthy snacks and meals at the dining table. Drinks are offered at regular intervals. They have opportunities to enjoy the fresh air and develop their physical skills as they play in the garden, use sit and ride toys and play on the fixed equipment. Visits to the park and outings to child-orientated venues allows for more physical play.

All areas of learning are covered through a broad range of activities and experiences. There are systems in place to record and monitor children's development. However, the observations of children are not yet used to inform planning the next steps in the children's learning. The childminder interacts effectively with the children, asking questions and engaging them in conversation to support and promote their language and communication skills. Children confidently choose the toys they wish to play with and the childminder gets down to the children's level to support them during their play. This helps them make good progress in their communication, language, literacy and numeracy, for example, when playing with the play dough, talking about size and shape and letters made.

## 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

The provider confirms that the requirements of the voluntary 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.