

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY297705
<b>Inspection date</b>	10/02/2009
<b>Inspector</b>	Jennie Lenton
<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 has been registered since 2004. She lives with her partner in Burton-on-Trent, Staffordshire. The whole of the house is registered for childminding with an enclosed garden to the rear of the property for outside play. The property is accessed via a step. Bathroom facilities are on the first floor. The family have a rabbit, a guinea pig, three cats and two pet rats.

The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under the age of eight. Currently there are eight children on roll of whom six are in the early years age range. Children with learning difficulties and/or disabilities are welcomed. The childminder is a member of the National Childminding Association and a local childminding network. She also runs a toddler group.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive high quality care as the childminder has a good understanding of the requirements of the Early Years Foundation Stage (EYFS). A wide range of stimulating activities are provided which ensures children are always fully engaged in learning and play. Children are relaxed and settled as their well-being and safety are effectively prioritised. Individual needs are successfully met as the childminder works well with parents to address any special requirements. The use of self-evaluation ensures continuous improvement as strengths and weaknesses are clearly identified and promptly addressed.

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

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

- increase opportunities for children to identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- develop relationships with other provisions that deliver the EYFS to support children's learning and development across settings.

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

- implement a policy to be followed in the event of an allegation of abuse being made against a member of the household (Safeguarding and promoting children's welfare).

10/03/2009

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

The childminder is enthusiastic and committed to providing quality care. She has attended various training courses in order to update her existing skills and has a positive attitude towards future development. Consequently, she is knowledgeable about the Early Years Foundation Stage and about how children develop in general. Policies and procedures are effective and work well in practice to promote children's welfare. All policies are regularly shared with parents which ensures that standards of care are agreed and understood. Similarly, parents are encouraged to share information about their children with the childminder to inform their care. For example, discussing potty training needs or behavioural issues. As a result, the childminder knows each child well and understands their individual needs and requirements. All children are, therefore, successfully supported in their individual development.

Safeguarding responsibilities are well understood. The childminder is clear about the signs and symptoms that indicate abuse and has relevant contact details to report any concerns. This helps to protect children from future harm. However, her policy does not include details of how any allegation against herself or other family members will be dealt with. Safety within the home is well promoted. Risk assessments are carried out that allow the childminder to clearly identify any possible hazards and minimise these promptly. Specialised safety equipment, such as a stairgate and socket covers, are used to protect children from accidental harm. Children are also well protected outside the home as they walk in the local area, visit parks and attend toddler groups. The childminder uses appropriate restraints to ensure young children's safety near the road and talks to older children about road safety.

Systems are in place to monitor the effectiveness of the provision. The childminder is able to confidently identify her strengths and weaknesses and has considered ways to promote future improvements. All recommendations from the previous inspection have been addressed. For instance, the childminder has collated parental permission to seek emergency medical advice or treatment for children. Children and parents are included in the evaluation process. The childminder regularly asks parents if they would like anything to change or be included in the care arrangements and children are also given plenty of opportunities to decide what activities they would like to partake in.

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

Children's health is successfully promoted as they follow sensible hand washing routines and access a clean and hygienic home. They are effectively protected from cross-infection as nappy changes are carried out on individual changing mats and any child with an infection is excluded from the setting to prevent others from becoming ill. Should an accident occur, the childminder is qualified to administer first aid and all accident and medication records are precisely completed. This helps to promote continuity of care. Children enjoy snacks and drinks throughout the day and bring in a packed lunch from home, which the childminder stores

appropriately. Visits to local parks and other outdoor activity centres are regularly enjoyed, ensuring that children's physical development is effectively encouraged. The childminder also teaches children about staying safe in the home, reminding them to play with toys carefully and considerately so they do not hurt each other. She also practises the fire drill with them on a regular basis so that they learn about what to do in an emergency.

The childminder successfully plans experiences that link to children's individual learning and development needs. Children access a wide range of activities and opportunities to help them develop their skills across the six areas of learning. They regularly go to toddler groups or on outings which enables them to develop good social skills. Great fun is had as they engage in messy play, exploring the feel of soil, water, sand or shaving foam as they mark-make. Children also enjoy listening to stories at the local library and taking part in song time and movement and dance sessions. On the way to and from such activities they have the opportunity to feed the ducks and play in local parks. At the childminder's home, they also develop their skills as they take part in weighing and measuring activities, reading books and creating pictures to their own design and satisfaction. They learn about other cultures and traditions as they take part in planned activities such as celebrating Australia Day or the Hindu festival of Holi. This encourages them to recognise and respect diversity. Spontaneous play is also extended as the childminder skilfully engages with children as they play freely. For example, as children look at animal story books, the childminder encourages them to make animal sounds and talks to them about the differences between a tiger and a lion. This approach to learning ensures that children are fully engaged and stimulated in activities that they clearly enjoy. The childminder assesses children's progress and records their achievements. She matches their skills to the expectations of the early learning goals and, consequently, is fully aware of how each child is progressing. Records are regularly shared with parents and the childminder encourages parents to take part in their children's activities. Inviting them to events like a Halloween party or getting them involved in topics like 'around the world'. Links with nursery schools that children also attend have not been fully developed, however, to support children in their development across settings.

There are plenty of opportunities for children to self-select activities as the childminder makes a range of resources available. Crafts, dolls, 'small-world' play and dressing-up are all enjoyed. Children also have the opportunity to use a child-friendly laptop and old mobile phones to learn about communication technology. However, these are not often included in the childminder's planned activities and there are limited opportunities for children to further develop their knowledge of programmable toys or information technology. The childminder encourages every child to be involved and successfully gives each child an equal share of attention. This ensures they all feel valued and included. The childminder is clear about how to manage children's behaviour and ensures that they remember to share and take turns. As a result, children generally play together harmoniously and show respect for each other.

## 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
---	-----

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 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.