

## Inspection report for early years provision

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<b>Unique reference number</b>	EY308852
<b>Inspection date</b>	13/03/2009
<b>Inspector</b>	Lynne Milligan
<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 2005. She lives with her partner in Stafford, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding along with upstairs bathroom facilities. An upstairs bedroom is used for sleeping children. There is a fully enclosed rear garden available for outdoor play which is accessed from the rear of the property. Access to the front of the property is via a step up into the hallway through an enclosed porch.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, all whom attend part-time. She also offers care to children aged over five years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder picks up and drops off children from the local school and attends the local childminder support group. She is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory. The childminder has begun to evaluate her practice whilst making some plans for the future. Children are offered a variety of activities that are delivered flexibly through informal plans. Partnerships with parents are sound as information is shared on a daily basis. Continuity of care is maintained as the childminder supports links with other settings. Her approach to inclusion is positive and steps are progressing to help children develop some understanding of the world around them.

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

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

- provide a range of meaningful contexts in which children have opportunities to develop their understanding of the wider world in their play and learning
- develop further the systems to maintain and develop practice to encourage continuous quality and improvement
- develop further the assessments so as to predict children's next steps and to inform future planning tailored to children's individual needs.

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

The childminder uses her own self-assessment to evaluate the care and learning and development that children receive and acknowledges her strengths, such as

interaction with children, and her weaknesses, such as paperwork. The childminder understands where improvements can be made to enhance the care that children receive but has yet to put steps in place to manage them. However, recommendations made at the last inspection have been acted on. For example, the childminder has devised a written complaints policy that is shared with all parents. The childminder liaises with other settings, helping to keep herself informed and to provide continuity of care. Parents and carers discuss her policies or procedures at settling in visits, informing them about the care that their children will receive. The childminder ensures that information is exchanged verbally each day and works with parents and carers to meet their child's individual needs. The childminder has a reasonable understanding of the signs and symptoms of child abuse and is aware of who to report any concerns to should she need to. The childminder's understanding of inclusion is sound and she has begun to help children learn about the world they live in. She has a positive approach to including all children and their families, with parents commenting on how happy they are with her provision.

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

Children enjoy their play in a safe and secure environment. Regular assessments identify any potential risks to children and steps taken to eliminate them. Children are given reminders about safety when playing, such as not climbing on toys and procedures are in place to keep children safe when they are away from the home. The childminder shows an understanding of healthy eating in the snacks and meals she and the parents provide for the children. She follows sound procedures as she monitors her daily practices through such routines as hand washing, caring for sick children and recording incidents accurately. Children participate in physical exercise in and outdoors, helping them to understand the need for regular exercise as part of a healthy lifestyle. Whilst children are in the care of the childminder they share warm and caring relationships. The children are keen to play with the toys and resources which are easily accessible allowing them to make choices. Children are well behaved as the childminder uses appropriate strategies according to ages and stages of development, such as distraction and calm intervention, to manage behaviour. When children are anxious about situations, such as when they are tired, the childminder offers lots of reassurance and cuddles, helping to ease children's concerns. Children receive lots of praise and celebrate their achievements with the childminder.

Before caring for children, the childminder finds out what children like to play with, helping to ease the transition from home to setting, meeting their individual needs. She plans her day, taking into account the children's interests, ensuring they have a balance of both indoor and outdoor play. The childminder is aware of the different stages of development that children are at and tries to extend their learning with activities they enjoy participating in. For example, she is teaching children how to count as they climb the stairs or as they count the number of bugs on the pop up tent. The childminder adequately supports children's play, extending their learning by asking some questions and reinforcing key words. She records their progress through written observations, supported by photographs showing how much fun they are having. However, as children's next steps have not yet

been recorded, the childminder is not fully confident in how she would provide further challenges for the children in order for them to progress across the early learning goals. Children enjoy walks in the park, or playing on the swings. They take part in craft, cooking and many creative activities, with older children relaxing after a day at school. Children share favourite books or chat about their day with the childminder. Their future economic well-being is promoted through visits to shops, meeting other children and playing with electronic toys.

## 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?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 26/03/2009
- make available copies of the written statements of safeguarding procedures to all parents (Providing information for parents). 26/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Arrangements for safeguarding children) 26/03/2009
- take action as specified for the compulsory part of the Childcare Register (Providing information for parents). 26/03/2009

## **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.