

## Inspection report for early years provision

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<b>Unique reference number</b>	207340
<b>Inspection date</b>	26/01/2009
<b>Inspector</b>	Sheena Gibson
<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 registered in 2000. She lives with her husband, who is also her assistant and her children aged eight, 10, 18 and 20 years. They live near Ilkeston, Derbyshire. The access to the home is level to the pavement at the front of the house. There is a ramp to the rear of the house but steps to the door. Children have access to the whole of the ground floor of the house. Toilet facilities are on the first floor. There is also an enclosed garden to the rear. The childminder is registered to care for four children under the age of eight years at any one time; when working with an assistant she is registered to care for 10 children under eight years.

Currently there are seven children on roll, of whom five are under five. The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The family has four cats, a small dog, a hamster and a gold fish. The childminder is a member of the National Childminding Association. She is also part of a childminding network.

## Overall effectiveness of the early years provision

Children and families are welcomed into the home. The childminder obtains some detailed information about children's needs; this enables them to feel supported and valued. She recognises that parents are key to their children's care and learning and appreciates their views, which benefits the outcomes for children. She works well in partnership with her assistant and they are both enthusiastic about their role. They reflect on their practice and develop some plans for future improvement in order to effectively support children's care and learning.

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

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

- obtain the Local Safeguarding Children Board guidelines and ensure that the safeguarding policy is in line with the guidelines
- increase knowledge of all areas of learning; plan and provide a balance of activities and opportunities for children across all the areas of learning
- develop further knowledge of the Early Years Foundation Stage statutory framework and guidance.

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

- ensure that all adults who impact on children's learning contribute to the assessment process.  
(Assessment arrangements)

24/02/2009

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

The maintenance of policies and procedures suitably supports children's welfare and learning. Most documentation is in place and is relevant to the childminder's practice. The childminder and her assistant are both appropriately vetted and have recently completed a Level 3 early years qualification in order to improve their practice and benefit children's welfare and learning. They work very well together and have developed an effective partnership role. However, the childminder is not fully familiar with the Early Years Foundation Stage statutory framework and is therefore not totally aware of all the requirements in relation to children's care and learning. The recommendations from the last inspection have been appropriately addressed, demonstrating a commitment to improve. The childminder has evaluated her practice and has begun to reflect on areas for development that positively impact on children.

The childminder works well with parents. She provides some detailed information about her provision. For example, information on activities and menus are on a noticeboard. A diary offers daily information about younger children's well-being. Parents provide information that enables the childminder to appropriately meet children's individual needs, including some information relating to children's previous experiences and capabilities. This supports a consistent way of working in order to promote children's development.

The childminder understands her role in safeguarding, although, has not obtained the Local Safeguarding Children Board guidelines; the child protection policy is therefore not in line with the guidelines and this potentially impacts upon children's welfare. Children are safe and secure in the environment. The childminder takes positive steps to ensure that their safety is successfully maintained. For example, detailed risk assessments are undertaken on the indoor and outdoor environment and for outings.

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

The childminder and her assistant have a sound understanding of ways to effectively support children's learning and suitable progress is made. The childminder firmly believes in learning through play and prioritises the development of children's confidence and self-esteem. The environment is organised to offer children maximum space in which to play. A suitable range of toys is immediately accessible to children in order to support their independence and decision-making as they choose what to play with. The childminder has begun to make sensitive observations of the children and has a clear understanding of their capabilities across some of the areas of learning. However, parents/carers and other adults who impact upon children's learning are not involved with the assessment process and this does not maximise children's potential.

The childminder organises toys and activities to support areas that she is aware children need support with. She knows the children well and is aware of what interests them. However, the childminder is not equally knowledgeable about all

areas of learning and this results in children not always getting a balance of opportunities across all six areas. Children enjoy their time at the setting. They are happy and move with purpose as they play. Their language skills are developing as they babble on the phone to 'mummy' and they are able to make themselves understood if they want something. They enjoy building with blocks and working out how to fit pieces together. The technological home corner kitchen is popular as children enjoy the different sounds while they pretend to cook; they relish the responsibility of helping to set the table. Children behave well and are beginning to understand the importance of respecting each other and, for example, sharing toys.

Children are kept safe from accidents and have their health promoted through a balanced, nutritious diet. Children learn about what food is good for them to eat and have grown some beans and potatoes in the garden, which have then been cooked and eaten. They learn about staying safe through daily routines. For example, they are guided to 'be careful' during play. They are beginning to learn about different people in society through books, toys and activities such as celebrating Chinese New Year. The childminder talks to them about valuing and respecting each other and this helps them to begin to become good citizens.

## 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:	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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## **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.