

## Inspection report for early years provision

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<b>Unique reference number</b>	260849
<b>Inspection date</b>	05/08/2009
<b>Inspector</b>	Karen Ann Byfleet
<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 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 mother and adult sisters in Derbyshire. The family have three dogs, a blue lobster and two African snails.

The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play. There is level access to the premises from the roadside. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is registered to provide care for six children under eight years. There are currently four children on roll and of these, one is in the early years age range. Children attend various sessions throughout the week, all year round.

The childminder regularly takes the children on visits to the local park. She is a member of the National Childminding Association and receives support from the local authority.

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

Overall the provision is good. The childminder has good knowledge and understanding of the Early Years Foundation Stage and she provides effective and purposeful activities for all children in her care. Positive relationships are formed with parents to ensure continuity of care for the children. The childminder provides a warm, welcoming and inclusive environment which children enjoy. She demonstrates a commitment to continuous improvement as she has started the process of evaluating her provision. However, she has not yet fully identified strengths or areas for improvement to ensure the quality of the provision is developed further.

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

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

- develop further the process of self-evaluation in order to identify strengths and priorities for development that will improve the quality of provision for all children.

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

Children are supported in their play and the childminder engages with them, asking age-appropriate questions which contributes to their learning. She provides a warm, welcoming and child friendly environment in which children have access to a good range of age-appropriate resources, and she engages with the children in their freely chosen play. The childminder has warm and caring attachments with the children in her care and she places appropriate emphasis on ensuring that her practice is inclusive for all children and their families.

Written policies and procedures are in place and these are all shared with parents. An effective written risk assessment of the premises and outings is in place, which is regularly reviewed and updated by the childminder and the premises are secure. This ensures any hazards to children are minimised. Although the childminder has started to evaluate what she provides, she has not yet fully identified any areas for further development in order to enhance the quality of the provision for all children. The childminder has a sound knowledge of child protection and has implemented a secure policy and procedure which highlights her responsibilities for ensuring children are safeguarded. This policy is shared with parents.

The childminder works well in partnership with parents as she engages in verbal exchanges of information about what the children have been doing. She also provides photographs of the children playing and written assessments of their learning. Children attending who are in the early years age range do yet attend any other setting.

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

Children are happy and settled within the childminder's care. They know and follow good hygiene procedures as they wash their hands after using the toilet and before eating. Individual towels are provided for the children, minimising the risk of cross-infection. Healthy, nutritious snacks and meals are provided by the childminder such as fresh fruit for snack. Drinks are available to children at all times and their individual dietary needs are met. Children are learning how to stay safe as the childminder talks to them about road safety when they are out and about. An emergency evacuation plan is in place and this is practised with the children.

The childminder engages well with the children in their freely chosen play as they talk about what they are doing. For example, when doing a floor puzzle together, the childminder talks about how to match the pictures and asks the child to name what they see. Children enjoy visits into the local community as they regularly visit the local park and shops. There is a good balance of child-initiated and adult-led activities and the childminder undertakes written observations to help her identify the children's progress. Assessment systems for planning the next steps in their learning and assessing their progress around the six areas of learning, are effective and help the childminder to ensure children make good progress in their learning and development. As the children participate in activities such as role play, they develop good knowledge and skills in investigation and numeracy. For example as they play post office and shops. Through activities such as baking and arts and crafts, children are developing communication and creative skills. Children have regular access to the outdoors as they play in the safely enclosed rear garden, as they feed and watch the birds. They have also been planting tomatoes which they are now waiting to ripen so they can harvest and taste them. Children have opportunity to access a range of climbing, balancing equipment when they visit the park and they enjoy taking the indoor toys outside, such as the tent and tunnel.

## 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.	3

### 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

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## **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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