

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379633
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Beverly Kemp-Russell
<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 2008. She lives with her husband in Skegness, Lincolnshire. All of the childminder's house is used for childminding. There is a garden for outside play. Schools, pre-schools and shops are all in walking distance. The family have three cats.

The childminder is registered to care for a maximum of four children and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after three children in the early years age group. She is a member of the National Childminding Association and attends the local childminding group.

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

Overall the quality of the provision is satisfactory. The childminder provides a comfortable and warm environment where children are recognised as individuals and provision is made to ensure each of them have their needs met. A sound range of activities are provided to allow children to make progress in all areas of their learning. Children's welfare needs are promoted effectively and documentation reflects this. However, the equal opportunities policy is not comprehensive. Relationships with parents and the local childminding group contribute generally well to the children's continuity of care and learning. The childminder is aware of her strengths and weaknesses and is beginning to develop more appropriate systems to improve her practice.

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

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

- develop further understanding of the Early Years Foundation Stage (EYFS) with particular reference to formalising the use of observation and assessment in planning children's next steps in learning
- plan activities and provide resources which ensure children begin to know about the cultures and beliefs of other people
- develop further and fully implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities.

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

The childminder has a sound range of policies and procedures in place enabling her to provide a safe environment as well as meeting the needs of all the children in her care. Children are further protected because risk assessments are thorough and cover all areas used by the children, as well as the steps she may need to take when children visit a new location, such as the suitability of all adults who come

into close contact with the children. She has a satisfactory understanding of safeguarding procedures and shares these with parents enabling them to fully understand her role and responsibility in this area.

The childminder recognises the importance of developing strong partnerships with parents and carers as well as others who play a significant part in the children's development. The childminder develops links with parents, for example, daily diary books and an observation book are used by the childminder to keep them informed of their child's progress and she is aware of ensuring a two-way flow of information with other providers. A sound range of resources and play materials, appropriate to the ages and stages of development of the children cared for, is easily accessible. This helps increase children's sense of independence and choice and encourages learning.

The childminder looks for ways to improve the service she is offering and how these will have a beneficial impact for all children. She provides an inclusive environment by obtaining as much information from parents as possible, recognising that they know more about their child than any other person. This information is then used to ensure that appropriate equipment and resources are in place to meet the needs of the children. The childminder is currently developing her understanding of children's learning and development through referring to the EYFS documentation, using the internet and identifying relevant training. She monitors and evaluates her childminding service and reviews and updates documentation on a regular basis.

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

Children are happy and relaxed in the childminder's home, where they learn through play. There is an appropriate balance of adult-led and child-initiated activities that cover all areas of learning. Children regularly enjoy playing outside where they can explore the natural environment and take part in more energetic, physical activities than they can indoors. For instance, children develop their confidence and physical skills when they visit places of interest such as the seal sanctuary and a feature of the garden is a vegetable patch which the children help to cultivate. The childminder takes account of children's interests when planning activities, however, observations and assessments of children's progress are not yet fully effective in charting children's progress towards the early learning goals to identify their next steps in learning. Flexible planning ensures that children are offered a balanced range of activities. For example, children are encouraged to ask questions as they use the shape sorter, look at books and build a tower from blocks. Children are happy to play with 'programmable' toys, talking about the sounds they make. The childminder gently guides the children with questioning techniques that develop most areas of learning and provide satisfactory challenge. However, opportunities for children to learn about other people's cultures and beliefs are limited.

Children are learning to keep themselves safe and healthy. They have regular opportunities to go on outings to the park and walks around the local area. Children's safety is ensured through the childminder's policies and procedures.

They are cared for in a clean environment where good hygiene practices are promoted to help minimise the risk of cross infection. Food is provided by the children's own parents and by the childminder to ensure it meets their dietary requirements, likes and dislikes. The childminder ensures it is stored and served correctly and encourages children to have fresh fruit at snack time.

Children's behaviour is managed well due to the childminder's consistent approach in promoting positive behaviour and acting as a good role model. Children receive lots of praise and encouragement, and guidance is applied to ensure they are aware of acceptable boundaries.

## 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

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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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