

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382030
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Veronica Sharpe
<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 lives in the Stanground area of Peterborough and was first registered in October 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for up to six children under eight years. There are currently three children in the early years age group on roll.

The childminder lives in a single storey home and minded children have access to all of the home with the exception of the adult bedrooms. There is an enclosed back garden for outdoor play. The childminder lives in walking distance of parks and play areas. She uses a car for her childminding.

The family has two dogs.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. Children are happy and settled because the childminder knows them well and understands their unique abilities and interests. She works closely with parents to ensure children's individual needs are known and met. Children enjoy a varied range of interesting experiences that enable them to progress well in all the areas of learning. The childminder is generally able to identify the provision's strengths and weaknesses and has a positive attitude towards ongoing professional development. This ensures the service has a strong capacity to maintain continuous improvement.

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

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

- ensure the daily register accurately records children's attendance, including their times of arrival and departure
- further develop observations and assessments so they link in with the six areas and learning in order to ensure children continue to make progress across all the areas of learning
- increase children's opportunities to develop knowledge and understanding of other cultures and lifestyles so they learn to value diversity and differences.

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

The childminder has a good understanding of children's individual abilities and this enables her to provide play experiences and activities that interest the children and support their development. She organises her home and the play resources effectively to meet children's needs, enabling children to spontaneously seek out

their own learning opportunities. A good range of toys, books and games are easily accessible, enabling all children to make independent decisions about their play, however, resources that show children positive images of diversity are limited, therefore, hindering children's ability to learn about other cultures and lifestyles.

Appropriate steps have been taken to minimise hazards and the childminder ensures children are supervised at all times. Risk assessments take account of potential dangers around the home, such as keeping the kitchen safe or securing the front door. Generally documentation is well organised and regularly updated in order to promote the welfare of children. However, the daily register does not always accurately show children's attendance, which potentially affects children's safety. A range of written policies, including safeguarding and how to make a complaint are clearly displayed to inform parents and, therefore, promote children's welfare.

Although, the childminder has not yet devised a formal self-evaluation process, she recognises the considerable strengths of the provision, such as the daily opportunities for healthy outdoor exercise and has put into place strategies to address areas for development, for instance, she has enrolled on a workshop to increase her ability to complete the self-evaluation form effectively. This ensures the setting has a good capacity to maintain continuous improvement.

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

The childminder has a good understanding of how young children learn and this enables her to provide experiences and activities that promote children's learning and development. She takes children's interests into account when planning activities, for instance, some children thoroughly enjoy using play dough and this is, therefore, offered frequently to ensure children are enthused by their learning experiences. The childminder records children's achievements using examples of their work, photographs and written observations, however, these are not linked with the six areas of learning. This hinders the childminder's ability to monitor children's development across all the areas of learning and plan challenging learning experiences on an ongoing basis. Regular discussion with parents enables them to share what they know about their child's progress.

Children's language skills are developing well because the childminder effectively interacts with them; she listens to their comments and questions and models appropriate language. Books are a popular choice and children settle happily with the childminder as they read familiar rhymes or sing nursery songs. Creative activities using paint, dough or water help children explore their senses and develop their knowledge of colour and texture. Children enjoy manipulating modelling clay, using cutters, scissors and play knives to extend their muscle control. Regular outings to the nearby recreation ground and walks with the dogs ensure children have plenty of fresh air and active exercise to promote their physical health. Children have periods of time where they play by themselves, for example, happily pouring sand into various containers. This gives them ideal opportunities to explore, experiment and take risks.

The childminder helps children learn to stay safe as they take part in the emergency evacuation or cross roads using the crossing lights. The home environment is extremely safe and secure because the childminder is conscientious about keeping doors locked and making sure the home is tidy, clean and child friendly. Meals and snacks are fresh and wholesome so children look forward to their food and eat well. Appropriate emphasis on good manners means children learn to say please or thank you and begin to understand the expectations of good behaviour.

## 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?	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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