

## Inspection report for early years provision

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<b>Unique reference number</b>	EY232932
<b>Inspection date</b>	13/03/2009
<b>Inspector</b>	Joyce Bowler
<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 2002. She lives with her partner and two children in Wellington, Somerset. The house is within walking distance of all the town's facilities. These include a play park, pre-schools and a primary school. The ground floor is accessible to children, where there are toilet facilities. There is a large enclosed garden to the rear. She is a member of the National Childminding Association. The family has one pet dog who mainly lives outside the house. 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 group. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Registers.

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

Overall the quality of the provision is good. The childminder provides a well-organised and welcoming environment for children. She has an inclusive approach and gets to know her children well in order to provide activities and experiences which are relevant to their needs and interests. All aspects of welfare, learning and development are promoted effectively. The childminder makes informal evaluations of her own practice and is beginning to use these to improve her service.

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

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

- increase the use of self evaluation in order to monitor the effectiveness of the provision.

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

The childminder organises her daily routines well to ensure that children receive appropriate care. This provides a variety of home activities and outings which are linked to children's interests and enjoyment. For example, the childminder is aware that some of her children are more confident with new people while others need more support and reassurance at toddler groups. The childminder uses documentation well to support her practice. She has written policies and procedures which she shares with parents in her portfolio. She displays her registration certificate, first-aid qualification and public liability insurance for parents on a display board which also gives them information regarding Ofsted, guidelines for safeguarding children and information about the Early Years Foundation Stage (EYFS). The childminder has a good knowledge and understanding of safeguarding procedures which are necessary to protect children and this is supported by access to Local Safeguarding Children Board guidelines. Parents sign permission slips which promote children's safety, for example,

allowing the childminder to take them on outings, to transport them in her car, to be left with another childminder in an emergency and for her to seek emergency medical treatment or advice. The partnership with parents is reinforced by having written contracts and sharing of all written documentation. There is an established verbal exchange of information between the childminder and parents at drop-off and collection times. An accurate attendance register is maintained. The childminder monitors her practice informally on an ongoing basis via her risk assessment and evaluations of children's activities and their progress records. She has addressed all previous recommendations in full resulting in improvements to children's safety.

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

Children are happy and settled in the childminder's care. They enjoy free-choice play as they are able to access a good range of resources, toys and games independently. For example, they happily select books to read to themselves and also create imaginative games using a variety of small world play figures. They respond well to the childminder's gentle and caring approach. She is able to guide their play, helping them to find the right piece for the shape sorter and inviting them to have a go themselves. She promotes speech and language development by chatting to the children as they play and asking questions. She is aware of the individual needs of each child and what stage of development they are at. She provides each child with individual time and attention to support their learning. The childminder is able to integrate all six areas of learning into everyday activities and demonstrates a good awareness of how this may be achieved from various routines and outings. For example, a recent visit and lunch at a garden centre enabled children to talk about growing things and to find out about their own locality. The childminder invites children to count things, and to recognise shape, number and amount according to their levels of ability. Children building a tower of Duplo bricks chat with the childminder about size saying, 'It's as tall as my tummy' and 'it's not as big as a tree house' and comparing it to other objects in the room. All children are included in the activity and the childminder adapts resources accordingly while encouraging sharing and cooperative play. Individual assessment folders are presented attractively and shared with parents. These are illustrated comprehensively with photographs with clear links shown to the areas of learning. She has created long term plans on a six monthly basis in addition to short term plans for children's 'next steps' which arise from her observations of their interests and needs. Children's assessment folders show that the childminder has grasped the principles of the Early Years Foundation Stage and is capable of implementing it effectively.

Children's welfare is promoted well. They have a good introduction to learning how to keep themselves clean and healthy and how to follow rules for safety. For example, they are learning to wash their hands before eating and after messy play and have individual hand towels for hygienic drying. They enjoy healthy snacks of fresh fruit and have access to drinks as they play. The childminder endeavours to forge links between other childcare providers, herself and parents and passes on vital information, such as head injury forms. She uses pre-school notice boards to keep up to date with topics children may be covering when they attend and to

provide continuity of care. The childminder maintains a written risk assessment which covers all rooms and activities. She has devised an emergency evacuation procedure and has practised this with older children. She has safety measures in place to protect children such as stair gates at suitable points and storing hazardous materials and alcohol out of reach of children. She has set aside a safe area of garden for minded children's use.

## 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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