

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378061
<b>Inspection date</b>	02/02/2009
<b>Inspector</b>	Deborah Jane Starr
<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 was registered in 2008. She lives with her husband and two foster children in Cleeve, North Somerset. All areas of the property, except for the box room, are used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children at any one time. The childminder is currently minding two children in the early years age group; both children attend on a part-time basis. She takes children to and collects from local schools and pre-schools. She takes children to the local park and other local amenities.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder offers a welcoming and secure environment where children's individual needs are sufficiently identified, promoted and safeguarded. Children make progress in their learning and development; the childminder does yet not make use of observations to plan for their next steps in learning. A positive approach to inclusion and partnership with parents ensures that each child's welfare needs are met; however, parents are not yet involved in supporting their child's learning and development. The childminder has started to reflect on her practice and demonstrates a commitment to continuous improvement since registration. Processes for monitoring and self-evaluation have not yet brought about significant improvements in the outcomes for children.

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

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

- plan to observe as part of your daily routine and analyse your observations so that you plan for the next steps in children's learning
- involve parents as part of the ongoing observation and assessment process
- establish an effective system of monitoring the quality of the provision to ensure the individual needs of each child are met.

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

- keep a daily record of the hours of attendance of the children looked after (Documentation)

03/02/2009

## The leadership and management of the early years provision

The childminder organises her home and daily routines to provide children with a variety of play and learning experiences in a safe and secure environment.

Resources that reflect children's interests are set out at low-level which enables them to initiate their own play and make independent choices. Children's safety is effectively promoted through well-considered and regularly reviewed steps to minimise risks both within the home and garden and on outings. Children's welfare and safety is supported well overall by the consideration the childminder gives to policies and procedures that safeguard children, such as the recording of visitors, accidents and administering of medication. Some detail is not included when recording children's attendance which is a breach of a specific legal requirement. The childminder's secure knowledge and understanding of child protection issues and confidence to access relevant support ensures children are safeguarded. Written policies and procedures shared with parents ensures they are aware of her responsibilities.

The childminder establishes positive relationships with parents and other providers so that the uniqueness of each child is recognised and supports her in meeting their individual needs. Discussion, written policies, daily diaries and e-mail support regular communication. The sharing of information about children's progress and learning is limited as the childminder does not yet make effective use of her observations to identify and plan for children's next steps in learning. Consequently, parents are not sufficiently involved in their child's on-going learning.

The childminder has taken some steps to develop her understanding and practice since registration. For example, she has attended training on the regulatory changes and 'Playing for Fun'. However, monitoring and self-evaluation is not yet effective as some areas for improvement have not been identified and review of her practice has not brought about a significant impact on the outcomes for children in her care.

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

Children enjoy close relationships with the childminder and are settled and secure in her care. The childminder interacts sensitively with children to encourage their learning and development. Children make satisfactory progress as the childminder has sufficient understanding of how to support children's learning through resources and activities that interest them. The childminder has recently started to make occasional observations about children's development and to link these to most areas of learning. She has, however, not yet begun to use these to assess children's progress or plan for their next steps in learning so that they are offered sufficient challenge. The childminder supports children in their self-selected play; she encourages them to work things out for themselves through gentle encouragement but does not use this activity to build upon what children know. For example, children join sections of railway track and are helped to attach carriages together. They observe how the train moves forward and copy this action. The childminder places railway signals in a row and starts to count them but does not encourage children to do so. Children manipulate wooden shaped blocks onto a central pole to create a tower. The childminder gives encouragement but does not support their learning by naming the different shapes or counting as each block is added. Children's interest in the world around them and

understanding between similarities and difference is fostered through planned activities, such as making 'fat' balls to feed the birds in winter and the use of card figures representing ethnic diversity. Children learn new words and link sounds and letters, talk about different cultural celebrations, taste different foods and observe the difference between cooked and uncooked food.

Daily routines encourage children to develop a healthy lifestyle. They regularly play outdoors in the fresh air where they have opportunities to run around and use equipment, such as scooters and balls to develop specific skills. Children enjoy a balanced diet of healthy snacks and meals and know to use tissues and wash their hands when appropriate. Children learn the importance of keeping themselves safe as they are reminded how to sit on chairs, are kept secure in buggies or hold the childminder's hand as they travel along and learn when and where to cross quiet and busy roads. Children cooperatively and eagerly carry toys from one room to another and help to tidy toys away as they follow the good example of the childminder, responding well to her use of frequent praise and consistent 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?	2

### 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>	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?	3
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?	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 registration.

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.