

## Inspection report for early years provision

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| <b>Unique reference number</b> | 100946     |
| <b>Inspection date</b>         | 25/02/2009 |
| <b>Inspector</b>               | Jenny Read |

|                        |             |
|------------------------|-------------|
| <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 has been registered since 1995 and may provide care for six children under eight years at any one time. She currently cares for five children in the early years age group on a full and part-time basis all year round. The childminder provides care before and after school and during holidays to one child over five years, within the compulsory part of the Childcare Register and one child over eight years, within the voluntary part of the Childcare Register. The childminder walks to local schools and playgroups to take and collect children. Children attend toddler groups, a childminding support group and the family centre on a regular basis.

The childminder lives with her husband and two children of 16 and 19 years in the Churchdown area of Gloucester, close to local shops, schools and the library. The main areas used for childminding are the conservatory, family room, open-plan kitchen and dining area, sitting room and utility room. One upstairs bedroom is available for sleeping. There is an enclosed rear garden with grass and patio areas for outside play and an enclosed pond with fish. The family has a dog. The childminder holds the National Vocational Qualification in Childcare and Education at Level 3. The childminder is a member of the Cheltenham and Cotswold Childminding support group.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are met to a good standard, because the childminder knows the children well and has well-developed partnerships and good communication with parents. The childminder's professional and proactive approach to inclusion is a key strength, contributing clearly to children's confidence and positive self-image. The broad range of stimulating activities and outings enhance their experiences. The childminder is beginning to make some use of self-evaluation to monitor the quality of provision, recognising the need to develop risk assessments and observations, planning and assessments in order to track children's progress and ensure activities are based upon children's interests and next steps.

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

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

- continue to develop the observation, planning and assessment systems to ensure activities are purposeful and stem from children's next steps to challenge their learning and track their progress more effectively
- carry out regular evacuation drills to help raise children's awareness of appropriate action to take in an emergency

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

- ensure the record of risk assessment identifies all aspects of the environment and activities that need to be checked to ensure all reasonable steps are taken to minimise hazards to children both indoors, outdoors and for each type of outing

13/04/2009

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

Children benefit from the childminder's enthusiasm and commitment to providing good quality care and sound education. The childminder is well qualified and motivated to attend training relating to specific aspects of care, such as Makaton signing, in order to enhance outcomes for individual children. As a result, the childminder has made significant improvements in key areas, namely developing children's awareness of diversity. Children participate in a wealth of activities and discussions, talking about their own and other people's similarities and differences while making posters and place-mats, tasting food from other cultures and learning words in languages relevant to children attending. This promotes effective inclusion by valuing children as individuals and helps them to feel special.

Children's health, safety and welfare is enhanced by the childminder's welcoming, spacious and secure home. Children have suitable access to a broad selection of toys and resources suitable for their age and ability. These are generally well organised, allowing children to access some toys for themselves. The childminder has a positive approach to improving the quality of care for children. Implementing a short questionnaire for new parents after a year and monitoring practice by beginning the self-evaluation process, is introducing the childminder to new ways of evaluating her practice. As a result, the childminder is aware of her strengths and has identified some areas for improvement.

The childminder has a growing awareness of the Early Years Foundation Stage (EYFS) and is beginning to develop links with other settings children attend to promote a consistent approach to learning. Although children are making sound progress in their learning, secure methods are not in place to monitor whether what is provided for them is sufficient, because assessments are not in place and planning is in its infancy. Parents are made to feel very welcome and readily praise the childminder's professionalism, flexibility and close bond with their children. They receive good information about the setting and their children's care through daily diaries, policies and procedures and sharing news and relevant information at the beginning and end of each day. The sharing of photographs and occasional activity planning sheets for individual children, with ideas for extension and next steps helps to inform parents about their children's learning.

Most legally required documentation is in place and written policies and procedures are implemented successfully to promote the welfare of children. A record of risk assessment for some outings is useful, although not complete. The childminder has clear understanding of safety issues within the home and garden and although a safety check list is in place, the records are not thorough or complete. Children are

well protected from abuse and neglect, because the childminder is knowledgeable about her role and has robust understanding of her responsibilities.

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

Children show increasing independence in selecting and carrying out activities and seek out their peers to share experiences and join in their play. Older children engage in imaginative play and role play based on their own first-hand experiences, acting out a narrative as they take on specific roles as a nurse and patient. They pretend to 'mend a bad arm' and operate to remove a bead from their stomach, giving 'anaesthetic', exclaiming 'corr now you have to stay there for a couple of hours and I will make it better'. The childminder skilfully supports their play and asks purposeful questions to help children think and extend their play ideas, such as '... can he count to five so he can go to sleep?' and 'did you write up his notes at the end of the bed?'. Children are curious and motivated to learn, responding to the childminders questions asking 'What's a temperature?'.

Children enjoy a stimulating range of activities and experiences to encourage their learning, benefiting from a balance of child-initiated and adult-initiated activities throughout the week and frequent outings to the family centre, toddler group and childminding support group. Weekly cooking activities enable children to investigate why things happen and to use early mathematical language. They excitedly explore different media for themselves, describing the shaving foam as 'soft', 'squidgy' and 'like snow', having fun as the childminder introduces colour and objects to make patterns and shapes to extend the activity further.

The childminder completes observation and planning sheets after an activity or weekly outing, highlighting the areas of learning. She has growing awareness of intended learning and children's next steps in some areas of learning. Systems for linking the occasional observations to the EYFS development matters and to individual assessment, in order to track children's progress are in the very early stages and the childminder now recognises the need to link these to planning, to ensure activities are purposeful and based solely on children's ideas, interests and next steps, to further enhance their learning and development.

Children are very confident and display high levels of self-esteem, benefiting from bright, spacious play areas in which to play and learn. Children play well together, building strong bonds and close relationships with the childminder and each other, responding to frequent praise and encouragement. The older children willingly engage with the younger children, helping to take off their coats and join in their dressing up. They develop independence in their personal care, helping themselves to a drink when they are thirsty and using the 'magic mousse' hand wash thoroughly before meal times, knowing 'we have to clean them 'cos of germs'. Good nappy changing routines minimise cross contamination, although hand washing is not encouraged afterwards to introduce healthy toileting practices to younger children. The childminder is very aware of potential dangers and implements good safety measures. Occasional explanations help to raise children's awareness of hazards around them, although practise of the escape plan is not

frequent, meaning children are not clear of appropriate action to take in an emergency.

## 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

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|---|---|
| <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? | 2 |
| 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 |

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **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**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.