

## Inspection report for early years provision

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<b>Unique reference number</b>	101153
<b>Inspection date</b>	05/06/2009
<b>Inspector</b>	Angela Cole
<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 1994. She is on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register to offer childcare before, during and after school and in school holidays. She lives in a four-bedroom, detached house in the Wymans Brook area of Cheltenham, Gloucestershire with her husband, who is registered as her assistant. The whole of the childminder's home is registered for childminding. Children generally play downstairs in the playroom, conservatory and kitchen/diner and the upstairs is available for sleeping purposes. There is an enclosed, rear garden with decking, grassed and hard surfaces. The childminder is registered to care for six children at any one time and is currently minding four children in the early years age group on a full and part-time basis. The house is within easy walking distance of shops and a park and the childminder takes and collects children to and from two playgroups and a primary school. Operational links are in place with other early years providers. The childminder has gained a Level 3 Certificate in Childminding Practice. She is secretary of a local childminding group and a committee member of the County Branch of the National Childminding Association.

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

Overall the quality of the provision is good. Well developed knowledge of children's individual needs ensures that childminder successfully promotes all aspects of their well-being. Children make good progress in their learning and development as they enjoy their time with the childminder and are eager to be actively engaged in the interesting play activities indoors, and those that are available outdoors. Children are safe and secure at all times and enjoy being taken out to explore the local area and the world around them. Partnership with parents/carers has many strong aspects, helping to keep them well informed of their child's progress and involve them in the children's care and education. In-depth self-evaluation by the childminder ensures that priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all families.

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

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

- develop the two-way flow of information with new parents to promote a shared understanding of children's starting point in each area of learning
- extend the range of outdoor play activities to increase opportunities for children's independent learning.

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

The childminder organises her childminding effectively with a strong focus on promoting children's welfare and supporting their learning and development. All

required records are in place, clear and up to date. A clear and comprehensive operational plan underpins the childminder's work providing the policies and procedures necessary for the safe and efficient running of the provision. The use of available space and resources is well planned and supports children's learning effectively as children can move around freely to access to the garden and equipment. A comprehensive and well documented risk assessment programme is in place to ensure that hazards are identified and safety checks are completed regularly. The childminder's close supervision means that children are not put at risk.

Varied systems for self-evaluation mean that the childminder reflects on her provision, including taking into account the views of parents and children. As a result, she effectively identifies and addresses areas for improvement. Good relationships with parents are fostered and general information obtained from new parents, though children's starting points in each area of learning are not specifically discussed to support the recognition of progress. The childminder works closely with established parents and carers to ensure that information is shared and children's needs are met. Links with other providers effectively promote inclusive practice.

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

Children are well supported to learn as the childminder demonstrates a good knowledge of the Early Years Foundation Stage to monitor and plan for their progress. She interacts with the children effectively, giving them time to think of their decisions and extending their learning. For example, she reminds them of when ducks took bread out of their hands and when they fed a lamb, which supports their ability to recall. She challenges children to find things out for themselves, for example, to notice the change when water is added to dry sand. Children's language development is well encouraged as the childminder talks to them throughout the day. She listens closely to young children's words to pronounce them clearly and ask challenging questions. Children confidently count items on the pictures of stories. Their problem solving skills are well fostered in recognising many shapes and experimenting to see if an object will fit into a space, such as a toy cow into a trailer. Children settle to be interested, motivated and involved as they choose their own activities on arrival and particularly enjoy revisiting toys played with on previous visits, such completing a track together using their small muscle skills.

The learning environment effectively helps children progress towards the early learning goals as they choose from accessible, labelled resources that the childminder rotates regularly. Space is well organised to allow small group and individual activities. Good use is made of spontaneous opportunities for learning, for example as children cooperate to hang out the washing and count the pegs. Planned, purposeful play is encouraged through good opportunities for exploration, both in and out of doors. Children enjoy frequent outings, for example, to parks and a farm; in the garden, they enjoy mainly physical activities and are fascinated to see the changes when they add water to dry sand. A good balance of adult and child-led activities results in children being active learners. As a result, they are

encouraged to be creative and to think critically, including using art materials, such as paints, and when a young child thinks out how to move a chair safely. The planning cycle is effective because each child receives an enjoyable and challenging experience across the areas of learning. The childminder observes their play to note their interests in a scrapbook and learning journal that is well evidenced and to plan around these, including a fascination with birds coming to the bird table and curiosity about family trees. She closely monitors children's progress and achieves good involvement of established parents and carers in their learning.

The welfare of the children is promoted effectively through the childminder's good level of commitment and sound understanding of the requirements and guidance. This is supported by well produced policies and procedures. Children gain a good sense of how to keep themselves safe. For example, while walking to school children learn good road safety procedures and regularly practise evacuating the premises in the event of an emergency. Children's good health and well-being are effectively promoted, the necessary steps are taken to prevent the spread of infection, and appropriate action is taken when children are ill. The childminder has robust systems to record any accidents and medication that is administered. Children receive good attention and support from the childminder, as a result, they have a strong sense of security in order to succeed in a comfortable welcoming environment. The childminder has an effective approach to managing children's behaviour so they are polite and considerate of one another. She focuses on positive praise and encouragement so that children begin to share resources and negotiate so they take turns.

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