

## Inspection report for early years provision

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**Unique reference number** 100868  
**Inspection date** 01/06/2009  
**Inspector** Linda Janet Witts

**Type of setting** 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 has been registered since 1994 and is a member of the National Childminding Association. She 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 six children aged under eight years, of whom, three may be in the early years age range, at any one time. There are currently six children on roll, of whom, four are in the early years age group.

The childminder lives with her husband and adult son. They live in a semi-detached, three bedroom house in Hardwicke on the outskirts of the city of Gloucester. Most childminding takes place within the ground floor lounge, conservatory and dining area. There are toilet facilities on the ground floor. Other areas of the home are used at the childminder's discretion. An enclosed rear garden is available for use. There is a park, playgroup, toddler group and primary school within walking distance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children enjoy their time with the childminder, who knows each child and their families well. The childminder has a developing knowledge and understanding of the Early Years Foundation Stage (EYFS) and supports children in their learning and development and promotes their all-round well-being. There are no breaches of specific requirements that have a significant impact on the children. The childminder has established a good partnership with children's parents and has good links with one of the other settings some children attend. The childminder does identify her own training needs but has not developed a system of self-evaluation to identify areas for future improvement.

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

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

- ensure that when children attend other settings there is regular sharing of children's development and learning records and any other relevant information to ensure effective continuity and progression
- extend the risk assessment record to include all risks in the garden and action taken to minimise these risks
- develop a system of self-evaluation to identify ways to improve the quality of the learning, development and care offered

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

- complete an approved paediatric first aid training course (Qualifications, training, knowledge and skills)  
(also applies to both parts of the Childcare Register)

30/09/2009

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

The childminder is experienced and enthusiastic in her role. She has taken opportunities to attend training workshops to assist her delivery of the EYFS and recognises the benefits of continued personal development. Her first aid certificate is out of date; however, the childminder had booked on a course to ensure she continued to be appropriately trained and it was cancelled. An alternative date is now booked and the childminder is confident in her ability to deal with any injuries, should they be sustained.

The childminder maintains required records, policies and procedure documentation. There is a lack of detail in the childminder's risk assessment record in that significant risks in the garden have not been added. The childminder does however effectively minimise these risks through safety measures and supervision, to ensure that children stay safe.

Space within the home and garden is used well to provide a suitable range of activities that children enjoy. The childminder ensures that each child is fully included and has good communication with their parents to ensure that children's individual needs are met. The childminder uses a diary system to keep parents of younger children fully informed about daily routines and care given. A display board in the hallway details daily activities and useful information for parents. The parents report that they are very pleased with the care the childminder provides. Parent feedback states children 'thoroughly enjoy the days they spend with her and always have lots to tell me about' and also that the childminder 'provides emotional security'. The childminder talks with parents about children's progress and shares progress records but does not encourage parents to contribute to these records. The childminder takes children to toddler groups, activity groups and the local playgroup. She carries out rota duties for one parent at playgroup and this provides an opportunity to link with children's key carers there. Children also attend a local nursery and another playgroup. Effective links have not been established with these settings.

At the last inspection recommendations were made and the childminder has taken action for improvement in response to these. The childminder uses ideas she gets from training to develop her provision but has not developed a system to actively reflect upon her practice and to seek feedback from parents and children to identify strengths in the provision and areas that could be improved.

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

The childminder's home is safe and secure. Children can move between indoor and outdoor areas of the home freely and safely. They learn to keep themselves safe because the childminder explains potential risks to them. Suitable risk assessments are in place for outings, including when children travel in the childminder's car.

The children are settled and happy and have very good relationships with the childminder. The atmosphere within the home is a happy one and there is plenty of laughter. The children are confident and play cooperatively with one another, learning to share and take turns. Any disagreements are handled calmly by the childminder and the children quickly become friends again. The children make choices in their play and can access a small range of resources easily for themselves. The childminder will provide further activities at children's request. The childminder tends to plan activities that all children join in together and does not always take full account of individual interests and learning. During the course of activities the childminder interacts well with the children encouraging language development and colour, letter and number recognition. The three- and four-year-olds speak competently, making their needs known, talking about what they are doing, asking questions and recalling past experiences.

The children spend extended periods of time at activities they enjoy. For example, two children draw items to add to a seaside collage they have created. They draw a duck, sun and beach tent and then several sharks using felt tip pens with control. They ask for help from the childminder as required. They practise cutting out what they have drawn and this supports a child who has struggled to acquire these skills previously. They talk about their drawings and stick them in chosen spots on the display. They laugh when one pretends to put a shark in the sky but then relocates it to the water. One child knows that they can find sharks in Florida, gaining awareness of the wider world. Children can see a few positive images in the books and resources they use helping them to value diversity.

The childminder plans activities to cover each of the six areas of learning. She documents some observations of the children at play and creates 'scrapbook' photographic records of children at play which she shares with their parents. The annotations in the scrapbooks are not linked to children's learning to help parents to understand about the EYFS and where their children are in their learning.

Children are actively encouraged to be healthy. They choose healthy snacks and devour a selection of cheese, cucumber and peppers asking for more, saying how much they like the snack. They have opportunities to plant their own vegetable seeds and to undertake cooking activities. Children have plenty of opportunities to play outdoors and get fresh air and exercise. They climb and slide, use wheeled toys and learn to propel themselves on the swings in the childminder's garden. They run around freely, stretch and roll. They also like to play in the sand tray and make sandcastles. They decide they need flags so the childminder collects together paper, pens, straws and adhesive tape so that the children can make them, responding to their ideas.

Other activities children enjoy are playing with small world cars and trains, dressing up, construction, playdough and using the childminder's computer. Excursions to places of interest provide children with opportunities to explore the natural environment, get up close to animals and use challenging physical play equipment.

## 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?	2
How well are children safeguarded?	3

### 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>	3
How well are children helped to stay safe?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualification and training) 30/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training) 30/09/2009