

## Inspection report for early years provision

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<b>Unique reference number</b>	EY299572
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Claire Sheldrake
<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 2005. She lives with her husband, who is also a registered childminder and her four children aged 11, eight, six and one year old. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has 13 children on her Early Years Register and five children on the compulsory part of the Childcare Register.

They live in a semi-detached house in Leigh on Mendip, Somerset which has easy access from the road.

The whole of the house is used for childminding and there is a fully enclosed rear garden for outside play. The childminder walks and drives, to the local school and pre-school to take and collect children and takes children to the park.

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

The childminder is passionate about providing high quality opportunities for children to play, learn and make progress, her written documents are exceptional, where great attention is paid to each child's individual pathway.

The childminder has made outstanding partnerships with parents to ensure that children's needs are met in every way, using diaries, letters and a prospectus to show what the children do, and inviting parents to share their professional experiences to support the children's interests and topics.

The childminder demonstrates an excellent and intuitive understanding of supporting children's safety and welfare, which ensures their individual needs are met and their protection is assured.

The childminder is extremely well motivated in providing positive outcomes for children, and this has been achieved by effective self evaluation, her comprehensive knowledge of the Early Years Foundation Stage and her commitment for continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- further developing the written risk assesment to include outings

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

The childminder provides an excellent environment for children to settle, have fun and make significant progress in their learning. She has embraced the Early Years

Foundation Stage (EYFS) and her knowledge of this supports every child's individual needs.

The childminder has a meticulous set of policy documents to ensure children are safeguarded and these are shared with parents, and displayed in the entrance hall for their perusal. These are regularly updated and checked, for example to check contact numbers are current, and the passwords used for the collection of children.

The childminder is committed to training and her own professional development, to ensure that children are offered the best care and education. She has a current first aid certificate, and has attended workshops on the EYFS, child protection, cultural diversity and supporting children with additional needs.

The childminder provides an organised setting, with careful consideration of all children's routines, such as sleeping, and daily commitments, such as pre-school. This provides strong consistency and security for each child and supports her commitment to inclusive practice.

Partnerships with parents are formed at the very first visit, and written communication books ensure that they are well informed of how their child is settling in. This is extended further with the use of picture text messages and laminated photographs of the child playing and interacting with the other children. Ongoing information about the child's progress is shared through parents reading and signing the children's observations and learning objectives.

The childminder has also made very strong links with other provisions that the children attend, such as the local school and pre-school. She passes essential information from staff to parents, and is happy to share her observations and learning diaries with parents permission, thus ensuring progression and continuity of learning and care.

The childminder is highly successful in her regular self-evaluation, which takes into account the views of the children and the parents and she uses it to inform her plans for the future. She is able to recognise her key strengths, and any areas for development, and discussions produced from staff style meetings with her co-childminder, highlight priorities for improvement. One of these being to revisit the risk assessment with a focus on outings.

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

The childminder has an excellent knowledge of how children learn and develop and she knows each of her key children especially well. She reacts to the children's needs and is quick to offer a reassuring cuddle to help young children settle in. She demonstrates a clear understanding of the developmental stage of each child, using their starting points written in their 'All about me' sheet. This combined with careful observations and detailed progress records, are used to plan experiences, tailored to children's individual needs, helping them to reach their full potential.

The children are engaged in stimulating activities which are both child-initiated and

adult-led. They happily engage themselves in selecting from recycled plastic pots and use rice and pasta to make musical instruments. This has been planned to enrich children's interest in music and rhythm.

The children are having great fun, they are busy making a very long train and pushing it around the floor, then they spontaneously form a line and become trains themselves 'chuffing' around the lounge. This promotes children's imagination and encourages them to be physical.

The children are learning about early mathematics as they select from a basket of wooden bricks, looking at colours, comparing size and shape, and how they balance, this helps children to problem solve and think about how things are different.

The children have free access to a multitude of baskets of toys and resources. Younger children are curious as they sift through the treasure basket, scrunching up the shiny material in their hands, listening to the noise it makes and how it feels, and then searching for the wooden balls hidden underneath.

Children's health and well-being is effectively promoted and all necessary steps are taken to reduce the spread of infection, and appropriate action is always taken when children are ill. The childminder teaches the children about their own health, helping them establish their own hygiene routines, providing activities to keep them active, and encouraging children to try new and healthy foods. All documentation is completed to fully support children's health.

Children are looked after in a very safe environment, the childminder is vigilant about monitoring her provision for example using her risk assessment and carrying out fire evacuation. The children talk confidently about the procedure to follow if there was a fire, and recall the time that the childminder called 'fire fire' and 'we all went out into the garden by the old Christmas tree'.

Children are safeguarded, and their protection assured. The childminder is confident and has been trained in recognising the early signs of abuse, and the procedure to follow to report any concerns.

Children are settled, behave well and feel part of the family. There are very good opportunities for children to sit and play together, helping them recognise the needs of others and develop their social interaction. They delight at seeing themselves on many laminated pictures decorating the walls, on the computer screen and in the prospectus of activities for parents.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.

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.