

## Inspection report for early years provision

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<b>Unique reference number</b>	EY233915
<b>Inspection date</b>	02/03/2009
<b>Inspector</b>	Elaine Douglas
<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 2001. She lives with one of her grown up children. They live in a three bedroom semi detached house in Yeovil, Somerset, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, including a small playroom. Toilet facilities are available on both floors. There is a fully enclosed garden for outside play. The family has no pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to eight years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association. The childminder supports children who speak English as an additional language.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a very good knowledge of each child's individual needs and plans effectively to promote their welfare, learning and development. Children are kept safe and secure at all times and their awareness of a healthy lifestyle is given high priority. A good partnership with parents contributes significantly to children's welfare, and ensures an inclusive provision where children are happy and confident. The childminder identifies key strengths and areas for development in her provision. This means that continuous improvement ensures good outcomes for children.

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

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

- ensure the observations on the children are linked to the early learning goals, to further monitor progress effectively in all areas of development

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

- inform parents of the procedure to be followed in the event of a child going missing, the correct contact details for Ofsted and the timescales for an investigation into a complaint

09/03/2009

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

The childminder provides a welcoming, attractive environment in which children's welfare and development needs are effectively met. She uses self-evaluation and parents' comments to look at ways of continually improving her provision. For example, she is currently working on ways to improve the use of the garden and attending training to ensure she meets the requirements of the Early Years Foundation Stage. She has improved her emergency evacuation procedures and enhanced the progress of the younger children by using current guidance. Both of these were raised as recommendations at the last inspection. Children's differences are valued and included in the planning to enhance children's awareness of the wider world. For example, children celebrate each other's cultural festivals. Parents provide further support, such as cooking traditional food and providing some words in their first language.

The childminder seeks good information from parents to ensure she can meet each child's individual needs. For example, she finds out about babies routines, sleep patterns and weaning requirements. Children are safeguarded through the childminder's clear knowledge of child protection issues, she keeps records of existing injuries and is aware of the procedures to follow should she have a concern. The childminder organises her time and premises effectively to keep children safe and promote their development. She provides a good calm role model; she handles babies gently and uses positive praise and encouragement, consequently, they are confident and happy in the childminder's home. Children's personal information is stored confidentially and is well organised. Parents receive good information on the setting and their child's development. However, the written complaints policy has incorrect contact details for Ofsted and does not give timescales for investigation. There are no procedures in place in the event of a child going missing and this is a requirement. Sleeping babies are safeguarded through the childminder using a monitor and regularly physically checking them.

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

Children of all ages take part in a range of stimulating activities based on their own interests. The childminder regularly observes their achievements and so she gets to know them well. Currently the observations are not linked to the early learning goals, so do not show children's progress in some areas of development as effectively as others. However, the childminder knows the children well and identifies their next steps for learning in most areas. She regularly liaises with parents and uses their contributions effectively in her planning. Regular trips to the library are used to promote children's interest in books. She then extends this by providing puppets for children to interact as they read the story. Children have very good space to play and are able to make choices about the resources they use. Regular outings and trips to the park are used to support learning. For example, children collect natural objects and materials during a walk in the woods, and build their own forest for their Bionicle toy.

Children build warm affectionate relationships with each other and with the

childminder. Older children are calm and caring with the younger ones. The childminder provides good interaction which promotes confidence and good communication skills. For example, as she chats to the baby they respond with gurgles and smiles. They explore toys using all their senses and smile at their own reflection. The childminder recognises the different skills children can learn from the same activity. For example, she talks about their mixing skills and other's creativity. The uniqueness of every child is valued, consequently, children are highly motivated and make good progress considering their starting points and abilities.

Children's daily routines promote excellent healthy practices. For example, they choose from a variety of snacks, such as oatcakes, cheese and crackers, a variety of fruits, pitta bread and dips and crumpets. They have regular access to drinks and good opportunities to be active or rest according to their individual needs. Children regularly visit the park and take part in activities promoting health awareness. They wash their hands before and after eating, and after using the toilet or potty, as well as after being outside. They are provided with liquid soap, their own individual towels and hand sanitizer if they have a cold, all of which help to prevent cross contamination. Children have access to tissues and are encouraged to be aware of when they need to blow their nose. Children regularly practise the emergency evacuation procedures and learn about road safety on their walks to and from school.

## 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?	1
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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## **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 the last inspection.

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.