

## Inspection report for early years provision

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<b>Unique reference number</b>	101981
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Arda Halls
<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 has been childminding for over 30 years and has been registered with Ofsted since 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for four children under eight years. There are currently three children under five years on roll. The childminder lives with her daughter, aged 17 in a three bedroomed flat on the third floor of a well maintained housing block easily accessible by lift. Childminding takes place in the sitting room, kitchen and two bedrooms of her home. There is no outdoor play space, but the childminder takes the children out on a regular basis to drop-in facilities and the local library in the immediate area.

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

Overall the quality of the provision is good. Children have good relationships with the childminder and are safe, secure and comfortable in the setting. The childminder has close links with parents who are kept well informed about their children's daily routines and activities and the childminder's comprehensive procedures and policies. Children's individual learning and development is promoted by the childminder who strives to meet their individual needs and uses her knowledge to provide activities which interest them. However, the system to assess and evaluate children's progress does not wholly inform the next stage of children's development. The process for self-evaluation does not clearly identify targets for further improvements.

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

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

- devise an effective system for the assessing and evaluating of children's progress in order to inform the next stage of their learning
- continue to develop the process for self-evaluation to ensure that there is clear identification of targets for further improvements
- ensure cleaning materials in bathroom are made sufficiently inaccessible

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

The childminder provides a well organised environment for children complemented by providing good quality equipment and resources. The risk of cross-infection is minimised by her conscientious good hygiene practice, for example providing individual flannels and toothbrushes for each child. She shows appropriate affection to the young children in her care, giving cuddles and encouragement in large doses. The childminder talks to children keeping them well informed of what is happening next. She follows their routines from home and remains close to them, so that they quickly settle, gain confidence and are secure in her care.

The childminder is beginning to use her knowledge and experience to identify individual children's learning priorities and to provide motivating experiences that interest each child. The childminder keeps herself up to date with current legislation and good childcare practices by attending frequent training courses and meeting with other childminders. However, the system to monitor children's learning and development and the effectiveness of her practice is not fully developed. Consequently, she has not fully identified areas for improvement or made plans to maintain continuous improvement.

The childminder works in partnership with parents and has informal arrangements to share information with them at the end of each week. She gives appropriate consideration to how she would meet the needs of children with learning difficulties and/or disabilities.

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

Children are confident and comfortable in the childminder's home. Young children and babies enjoy exploring and experimenting with the range of suitable resources that are available such as a wide variety of materials in the treasure basket. Children have ample opportunities to socialise with other children when they attend local childminder drop-in groups. They have consistent opportunities to experiment with sand, water and paint as the childminder adapts her kitchen to provide a wide range of creative play activities on days when children do not visit drop-in centres. Children enjoy exploring the variety of toys available and they practise their counting skills when the childminder sings with them and uses activity cards to promote their learning further.

Children learn to value and respect diversity, through their play and through daily access to resources that show positive images of difference and diversity. Children enjoy looking at and being read familiar books. The children are young and therefore they are just beginning to communicate with the childminder as they copy her clear spoken English and occasional French words which promotes inclusion. Children have opportunities to socialise and develop their physical skills when the childminder regularly takes them on outings in the community, including frequent visits to the library.

Children are beginning to learn good hygiene routines as the childminder reminds them to wash their hands before each meal. They sit comfortably around a low table for their healthy snacks and lunches and babies enjoy being held as they eat their dinner and drink their milk. Babies quickly settle down in a quiet room to sleep. They are checked regularly and older children listen expectantly for them to wake. Risk assessments are done which helps ensure children are kept safe. However, cleaning materials stored on the window sill behind the toilet may be accessible to children and therefore pose a hazard.

## 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

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## **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