

## Inspection report for early years provision

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<b>Unique reference number</b>	EY383184
<b>Inspection date</b>	23/03/2009
<b>Inspector</b>	Sue Vernon
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and five children, of whom one is aged under three years and two are aged over 16. The family home is in a village near Frome in Somerset. Most ground floor areas of her home are used for childminding and there is a flat enclosed garden for outside play which is directly accessible from the main play area. The family own a dog. The childminder is registered to provide care for five children aged under eight years of whom two children may be in the early years age group. She does not provide overnight care. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a relevant early years qualification. There are seven children on roll with five children in the early years age group.

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

Overall the quality of the provision is good. The childminder provides a welcoming environment where children access a good variety of play activities that support their learning and development. Well-planned and thoughtful interaction with parents ensures that the childminder knows each child well and gets to know their individual needs. This helps her to match the service she provides to their needs and promote positive outcomes for the children in her care. The childminder reflects on her own practice and is able to identify areas for future development in order to better deliver the Early Years Foundation Stage (EYFS).

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

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

- ensure observational assessments inform planning for each child's continuing development in all six areas of learning
- ensure all children enjoy an increasing range of books

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

The childminder has clear systems in place in order to build effective and supportive relationships with parents and others. She tailors her settling-in routines to meet parents' needs as well as those of the children. Good exchange of information ensures that the childminder knows each child's routines and care needs and she plans effectively how to support them, which ensures they feel valued and secure. Clear records, procedures and policies are in place and shared with parents which builds continuity effectively. She shares daily information in individual diaries as well as sharing learning progress through individual folders. Links with other providers and other agencies are in place in order to support individual children well.

The welcoming home environment is well-organised in order to provide children with a variety of learning opportunities in a safe and secure setting. Good storage enables children to make free choices about their play which builds their independence well. Possible risks have been identified and minimised effectively which means children are safe as they move between rooms or from floor play to craft play at the table. Regular outings such as outdoor walks have been risk assessed well in order to safeguard children. The childminder has a good understanding of safeguarding procedures which supports children's welfare.

The childminder has effectively considered her strengths and her areas for development. For example, she has attended training on signing in order to increase methods of communicating with young children. She is using the EYFS to plan her practice and aims to further develop her knowledge.

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

Children are confident and happy in the childminder's care. They explore the variety of play resources independently such as imaginative play with a tool bench and also enjoying solving problems as they fit train tracks together. The childminder intervenes appropriately to support their learning and encourages interaction in a variety of ways, such as asking open questions or using picture cards. The daily routine promotes a healthy lifestyle for children as they enjoy a variety of healthy snacks and regular drinks. Regular outdoor play is offered in the garden or with daily walks where children learn about the world around them. There are clear policies and procedures that help to protect children from the risk of infection.

The childminder helps children develop awareness of safety issues as they talk about and practise evacuation plans. She has a secure understanding of child protection issues and the required procedures to be followed should concerns arise, which supports safeguarding children. The children respond to the childminder's consistent praise as she helps them play and respect each other which builds their self-esteem. Individual needs are well supported as she follows care routines for young children or links effectively with other agencies as she works on individual learning plans. She supports learning and developmental needs as she uses observations to make realistic targets for children's next stages, although these are not always clearly linked to all areas of learning. Children are encouraged to explore different textures in their creative and imaginative play as they try messy play with dough or a cornflower mixture environment for plastic animals. Children have opportunities for writing and mark making with pens, and outdoors with water and paint brushes. They concentrate well as they enjoy puzzles and toy trains with appropriate intervention from the childminder. They learn about the value of differences through story books which show a satisfactory range of variety.

Children enjoy opportunities to learn about numbers as they sing simple counting sounds and learn about shapes as they persist when trying shape sorter toys. The childminder works with parents to find out children's starting points and regular

communication effectively shares observations and photographs that reflect each child's progress.

## 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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## **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 registration that required the provider to take any action.

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.