

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY344293       |
| <b>Inspection date</b>         | 15/01/2009     |
| <b>Inspector</b>               | Susan Tuffnell |

|                        |             |
|------------------------|-------------|
| <b>Type of setting</b> | Childminder |
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## 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 2006. She lives with her husband and adult child in a village close to Milton Keynes. The childminder uses the whole of the ground floor for childminding and the main bedroom on the first floor for children to sleep in a cot. There is a fully enclosed rear garden for outside play. The premises are accessible by a low step to the front entrance. The family have a cat and tropical fish in a tank.

The childminder provides care every weekday during term-time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for three children on the Early Years Register and currently three children attend. The childminder currently provides care for one child on the Compulsory Childcare Register (CCR) and four children on the Voluntary Childcare Register. All the children share the same facilities. The childminder is registered to care for a maximum of six children at any one time and this is increased to nine children when working with another childminder on the same premises.

The childminder holds the childminding certificate (ICP). She works in partnership with parents, carers and other professionals.

## Overall effectiveness of the early years provision

The childminder provides a very safe and welcoming environment that supports children very well in the Early Years Foundation Stage framework (EYFS). The successful partnership with parents and well-planned activities contribute significantly to meeting individual children's needs. Children are valued because the childminder promotes diversity and equal opportunities through the careful planning of activities and equipment. The childminder has begun to monitor her practice and has identified some priorities for improvement in the future.

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

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

- ensure that information about children's starting points is collected from parents and carers to inform planning for each individual child
- ensure that children's identified learning needs (next steps) are carried forward, implemented into future planning and evaluated to give a clear picture of progress
- ensure regular evacuation drills are carried out and details recorded in a fire log book.

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

The childminder effectively manages the Early Years Foundation Stage (EYFS) provision. Children are safeguarded because the childminder takes necessary steps to protect and promote their welfare through effective procedures. The childminder has introduced systems to monitor and evaluate the effectiveness of her work with the children. For example, children's progress is tracked with good observations through the six areas of learning. The childminder has identified some strengths and weakness in her practice. For example, she has improved through developing the complaints policy and procedure for parents. The childminder has attended the EYFS training to improve her knowledge and understanding.

The childminder provides an inclusive service that promotes children's welfare requirements. She understands and engages in reflective practice respecting diversity and valuing a child as a unique individual. Consequently, inclusive practice is promoted so that all children have their welfare requirements met very well. She effectively engages with parents, carers and other providers to promote integration of care, education and extended services. For example, through making links with the school about the dietary requirements of the children. Parents are kept informed of their child's achievements through appropriate policies and procedures, regular verbal feedback and the sharing of assessment records.

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

Children are helped to learn and develop with effective planning across the six areas of learning that takes into account children's individual development needs. Children are supported well as they access an excellent range of interesting and challenging play materials. Children's interests and ideas are valued, they are confident in selecting and carrying out activities of their choice and are able to be spontaneous in a safe and secure environment. Planning is linked to observations and assessments. For example, it shows how the activity supports a child's learning. However, information is not collected from parents about children's starting points in order to inform initial planning and children's identified needs are not carried forward to into future planning to give a clear picture of progress.

The childminder supports the children's learning well. As a result children are confident to express their feelings and wishes. Their self-confidence is promoted because the childminder gives praise and encouragement for their efforts and achievements. Young children receive positive feedback for emerging language. The childminder repeats words clearly and uses visual images to reinforce this. For example, children point to objects and the childminder names them and encourages the children to do the same. Children enjoy sharing books, they look at the pictures together in the comfy book corner. Children share toys and play alongside others cooperatively. Older children show mature consideration for their younger friends and allow them to explore and investigate the shared resources. For example, children take out and rearrange items in one area of the dolls house while other children play in another. The well planned learning environment outside gives children of all ages opportunities to join in activities such as sand and

water play and use a variety of equipment and planned games to practise physical skills. Children show pleasure as they quietly watch the squirrels in the garden eating at the birdtable. Walking in the countryside and playing in the snow gives children opportunities to participate in active outside play regularly. Children are encouraged to explore their environment through planned outings such as the theatre and routine visits to the local library and shops. Topics are planned to celebrate familiar and unfamiliar festivals. For example, a wonderful display of the Chinese New Year shows a variety of work from children of all ages and includes word searches, drawings and art and craft work. A bright and stimulating play area with lots of colourful posters, displays of children's work and photographs make this a very welcoming environment for children to play and learn.

Children are cared for in a safe and secure environment because the childminder has a consistent approach to health and safety. Thorough risk assessments are completed and cover all areas of the childminder's home and garden. The arrangements for outings are excellent. Children wear fluorescent orange wrist bands with the childminder's details. Children are very well protected with effective supervision and security. The collection of children is stringently monitored with good procedures that are shared with parents and passwords. Fire safety equipment such as smoke alarms and a fire blanket are in place and an emergency evacuation procedure devised. However, regular evacuation drills are not carried out to ensure children are confident with the procedures and a fire log record is not maintained to monitor practice. Children are encouraged to be independent in personal care and resources are in place to support this. For example, children have their own named towels and toothbrushes. Named boxes are used by the children to store their personal belongings.

## 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?   | 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>          | 2 |
| 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?  | 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

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**

There have been no complaints 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.