

## Inspection report for early years provision

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<b>Unique reference number</b>	104940
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Jo Rowley
<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 registered in 1995. She lives with her husband and two adult children in Luton, Bedfordshire, close to shops, parks and public transport links. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Accessibility to the premises is at ground level and the family has a dog and a rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group, both of which are part-time. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The childminder has made links with the parents.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers a safe, secure and welcoming environment for children in the Early Years Foundation Stage and the effective support she provides promotes children's welfare, learning and development. The partnership she has with parents is a key strength and contributes to ensuring that the individual needs of all children are met. The childminder's meaningful approach to planning ensures that children's interests and development are promoted and that their next steps are planned for. Her procedures for monitoring and self-evaluating her practice means that she has a clear understanding of her strengths and areas for improvement. Therefore, she is able to make effective changes to improve the daily care and experiences for children.

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

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

- ensure that assessment records are dated to effectively show children's ongoing development.

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

- ensure that there is a risk assessment in place, for each type of outing (Safeguarding and promoting children's welfare).

14/04/2009

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

The childminder has a range of well-written policies and procedures, which are regularly reviewed and updated, to safeguard children in her care. She has an effective safeguarding policy, has attended additional training and completes regular risk assessments within the home. However, risk assessments are not completed for outings, potentially affecting children's safety. She regularly plans activities, on a weekly basis, which are age and stage appropriate and takes in to consideration the children's interests and ideas.

The childminder fully involves parents in the care their children receive, has a purposeful parent notice board and demonstrates a positive attitude to their verbal feedback, making changes where necessary. Her professional and friendly approach to maintaining effective partnerships with parents ensure that children's care is promoted consistently.

Children are offered effective support which enables them to make good progress in all areas of their learning. Their individual development is promoted because the childminder has practical procedures in place to monitor and evaluate their learning and progress. For example, the childminder records children's progress towards the early learning goals on a regular basis.

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

Children are consistently offered a wide range of opportunities that support them in making good progress in all areas of their learning and development. The planning is well organised to ensure that all areas of learning are covered and children's individual needs are taken into account. For example, individual observations are carried out on a regular basis and children's next steps are clearly recorded and used to inform future planning. Assessments are used to record children's starting points and this enables the childminder to track each child's ongoing progress. However, the assessment records are not dated and therefore, children's ongoing progress is not always clear.

The childminder ensures that her weekly planning offers children a balanced and broad range of activities, both inside and outside the home. These activities are fun and fully enable children to learn through their play and daily experiences. For example, children use uncooked rice to learn about size and weights. They use small containers to pour rice from one to another and as they do so, they talk about how heavy the containers are and whether they are full or empty. Hidden amongst the rice are small creatures which the children have pleasure in finding using appropriate utensils such as children's tweezers, promoting all areas of learning and development.

The childminder actively involves herself in the planned and child-led activities. An example of this is where one child uses pretend play food to feed the 'babies'. The childminder also has a baby as the child is keen to make sure that she has the right equipment such as a spoon and some food to feed her baby. Together they

feed the babies and the child's imagination is further promoted as she uses the pretend washing machine to wash some of the babies' clothes. Children can self-select resources which are appropriate for their ages and stages of development and all toy boxes are clearly labelled with both word and picture, enabling all children to use them. Therefore, an inclusive environment is promoted. Children respond well to the childminder, they are happy and clearly settled in the calm atmosphere.

Children's health and welfare is generally promoted as the childminder takes some steps to minimise the spread of infection. For example, toys and resources are washed on a regular basis and children are encouraged to wash their hands regularly. All children are cared for in a safe and secure environment because the childminder has a good understanding of this area. For example, she regularly carries out an emergency evacuation drill with the children and offers clear explanations which help children gain an understanding of taking care of themselves and others. The childminder ensures that she carries a first aid kit and all emergency contacts when out of the home and she has a strong understanding of issues relating to safeguarding children.

## 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.	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 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.