

## Inspection report for early years provision

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<b>Unique reference number</b>	100792
<b>Inspection date</b>	24/03/2009
<b>Inspector</b>	Deborah Ball

<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 1992. She lives with her husband and adult child, aged 18 years, in the town of Newent, Gloucestershire. The whole of the property is available for childminding. The childminder has procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. There is a fully enclosed garden available for outside play. Children are taken on local outings and country walks. The family has a cat.

The childminder is registered to care for six children at any one time and there are currently six children on roll within the Early Years Foundation Stage (EYFS). She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall, the quality of the provision is good. Partnerships with parents and other agencies are strong and this enables the knowledgeable and experienced childminder to support children's individual needs within an inclusive and child-orientated environment. Effective systems for reflection and self-evaluation mean that the childminder is constantly reflecting on and improving the provision so that outcomes for children are consistently of a high standard. This is further evidenced in the ongoing access to a wide range of training, advice and support from other agencies and a commitment to continually develop the provision for children. Thorough policies and procedures are fully implemented to ensure that children's individual needs are sensitively nurtured so that they can progress and develop securely in a safe, caring, homely and exciting environment.

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

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

- consolidate the systems for linking ongoing observation and assessments to the development matters stages in order to continue to support children's progress towards the early learning goals.

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

Children receive warm, welcoming, good quality and secure care within a homely environment. Strong and effective systems are implemented on a daily basis so that children's individual needs and requirements are fully provided for. Clear and detailed written policies and procedures reflect the good practice and caring relationships evident in the childminding service. These procedures are readily available to all parents, are fully adhered to and consistently reviewed to ensure

that they remain working documents.

Children benefit from a consistently maintained, strong and effective partnership with parents and other providers. This means that the childminder knows the children very well and can therefore meet their individual care and development needs on a daily basis. Systems for two-way communication include daily detailed discussions about what the children have been enjoying, daily diaries and comprehensive development folders which include photographs and annotated evidence of children's work. Close working relationships have been developed with the local school, nurseries and other agencies to ensure that children's individual needs and requirements are fully supported and addressed.

Children enjoy exploring and developing their play in a safe and secure environment because the childminder is very aware of implementing robust procedures for daily safety checks and ongoing risk assessments. Supervision, along with security in and around the home, is very good and ensures that children remain secure in the childminders care at all times. Regular outings are thoroughly enjoyed and the childminder has developed comprehensive risk assessments to ensure that these outings can be safely accessed by all children. Detailed procedures and policies are available and are in line with Local Safeguarding Children Board guidance. In addition, safeguarding training is accessed regularly so that any concerns about children's welfare can be addressed promptly and efficiently.

Access to a wide range of relevant training, alongside regular support from the local authority, means that the childminder successfully builds on her experience in early years and this allows her to continually improve outcomes for all children. In addition, ongoing self-reflection and systems for self-evaluation have enabled her to highlight areas of improvement so that her childminding practice continues to afford children good opportunities to develop and progress. In particular, the childminder has highlighted a need to consolidate her formal assessment systems to fully utilise the Early Years Foundation Stage (EYFS) 'development matters' stages.

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

Children enjoy a variety of healthy, balanced and nutritious homemade meals and snacks and are supported in a social time to enjoy meals. For example, roast dinners followed by fruit crumble are relished by all children. The children are able to take a drink when they wish as the childminder provides individual, age-appropriate cups and prompts younger children to take a drink frequently. Records and documentation are in place to ensure children's health needs are met, in line with the wishes of parents.

Children enjoy a well-organised home which supports children so that they can access enjoyable and fun activities within a homely, caring and relaxed environment. A wide range of colourful and interesting toys and resources are readily available at low-level in the playroom and the outdoor environment so that children are able to access chosen activities within a free play environment.

Children are encouraged to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do because there is a good balance of child-initiated and adult-led opportunities available.

The childminder provides activities and resources which interest the children, whilst helping with their development and progress towards the early learning goals. She is very good at responding to what individual children are focused on and interested in and supporting them in this learning choice. The childminder is skilled at seeing opportunities to extend children's learning and uses spontaneous activities well to do this. This is fully supported by an effective system for ongoing assessment and planning, with areas for development highlighted on an individual basis.

Children are engaged in a broad range of opportunities within an environment which fully supports child-initiated learning. They enjoy construction activities, exploring discovery toys, 'small-world' play and looking at books within the routine of the day. Children enjoy a range of activities which contribute to their imagination and creativity, such as art and craft activities, role play, musical activities and mark-making. Effective use is made of outdoors and the local community. Children have regular opportunities to go outside and enjoy physical activities and fresh air. The childminder takes children to the nearby park, where they can play on climbing equipment or use the resources which she takes with her, such as balls and cones. The garden provides an attractive area where children can explore, test and develop physical control with a wide range of outdoor activities and resources. For example, they can play on wheeled toys, a slide and explore the properties of sand and water. They go for walks in the local area, for example, to the arboretum, the library and the shops. Outings to the local toddler groups provide children with additional learning experiences and the opportunity to be sociable with other people. The childminder ensures a broad range of activities are available to promote equality of opportunity and that discussions and activities are woven into everyday activities, for example, a recent project involved the children learning dances from all over the world. This helps to support the children to become aware of the wider world.

## 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

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.