

## Inspection report for early years provision

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<b>Unique reference number</b>	223749
<b>Inspection date</b>	15/04/2009
<b>Inspector</b>	Mary Anne Henderson
<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 was registered in 1993. She lives in a house in Shropshire with her husband and three adult children. The childminder is registered to care for six children on the Early Years Register and is currently caring for nine children within the early years age group, all of whom attend for various sessions throughout the week. At times, the childminder works with an assistant. All the downstairs areas are used for childminding and there is an enclosed outdoor play area. The family have no pets.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register and is a member of the National Childminding Association. She is able to take and collect children from local schools.

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

Overall, the quality of the provision is good. The childminder provides a welcoming environment for children and their parents. She works closely with parents to ensure consistency and that the children's on-going welfare is maintained. The childminder also liaises well with other providers of the Early Years Foundation Stage (EYFS) to ensure that the children's needs are fully identified and met, thereby promoting inclusion. There are good systems in place to evaluate the provision. The parents and children are all included in the process. The childminder shows a sound commitment to improving her practice on an on-going basis.

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

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

- ensure the safeguarding policy and procedure clearly outlines what will happen in the event of an allegation being made against the childminder, the assistant or a member of the family.

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

The leadership and management of the early years provision is good. There are good relationships between the childminder and the parents. Contractual agreements are completed and signed by all parties. Details on children's information sheets ensures children's needs are identified and acknowledged. There is daily exchange of information to ensure everyone is fully aware of each child's on-going care and development needs. This promotes inclusion for all children on roll. The childminder liaises very well with other settings providing for the children in the EYFS, thereby further promoting inclusion. The childminder has begun to observe the children and she plans for their next steps in all areas of their learning and development. She also evaluates the provision well. The process

of evaluation includes input from the children and parents and outlines the strengths and areas for further improvement. Improvement following the last inspection ensures children's safety is well-maintained.

There is a good range of written policies available to the parents. This includes a safeguarding policy and procedure. However, the safeguarding policy and procedure does not yet clearly outline what will happen in the event of an allegation against the childminder, the assistant or a member of the family. Risk assessment are carried out which includes areas, equipment and resources. The risk assessment also includes all outings involving the children.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest. This includes trips to visit National Trust venues where the children explore historical houses and have picnics in the gardens. Children also enjoy outings to Stourport where they look at the river and enjoy playing crazy golf with their peers. The children enjoy walks in their local area where they look at the wildlife, insects and sheep and make paper boats watching them float down the stream.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They do this as they visit parks to use the large equipment for balancing and climbing. Children also enjoy outdoor play in the garden riding their trikes and scooters and playing football with their peers. The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They eat healthy meals and snacks including meat, vegetables, pasta and a good range of fruit. The children discuss the importance of a healthy diet during meal times and they also discuss the benefits of a being physically active. Children learn about keeping themselves safe. They do this as they learn to cross the road on outings supervised by the childminder and also as they practice the fire evacuation procedures of the setting.

The children are beginning to be independent and manage their own personal hygiene. They know to wash their hands before they eat and after playing in the garden and do this independently. Children's independence is further fostered because they can choose to play either indoors or outdoors as they wish. The children help themselves to a broad range of resources which are housed in low open boxes and shelves in the designated play room. Here, they can access the enclosed garden freely through the patio doors.

Children are beginning to use information and communication technology to support their learning. They enjoy using the computer under supervision to use various programmes which promotes their interest in problem solving. This includes exploring shapes and colours, placement and following instructions to find out what's missing in the picture. Children also enjoy looking at numbers as they use the weighing scales and measure ingredients during baking activities. Other problem solving activities enjoyed by the children includes board games where they use dice, count the numbers and take it in turns with bingo and snakes and

ladders. This also helps children to form good relationships with their peers and the adults around them.

Children explore colour, texture, shape and form in two and three dimensions. They enjoy helping themselves to paper and pencils to make pictures and they like to paint using brushes and their fingers to create art work. The children's art work and photographs are displayed for them in their play areas, thereby raising their self-esteem and fostering a good sense of belonging. Children make their own word and picture labels for the toy boxes.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy visits to China Town in Birmingham during the festival of Chinese New Year where they look at the stalls, bring home paper dragons to display and have a go at eating Chinese food using chop sticks. The children play with a good range of resources that reflect positive images of diversity. This includes playing with dolls, reading story and reference books and playing musical instruments from around the world such as Maracas from Mexico. This further develops their creative skills.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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