

## Inspection report for early years provision

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<b>Unique reference number</b>	EY307281
<b>Inspection date</b>	31/03/2009
<b>Inspector</b>	Janette Elizabeth Owen
<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 2005. She lives with her partner and two children in a village near Shrewsbury, in Shropshire. The whole of the single storey property is used for childminding. Access is by way of a step up to the rear door, or a number of steps up to the front door. There is a secure garden for outside play. The family has a pet rabbit and hamsters.

The childminder works with another registered childminder. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range when working alone. She is registered to care for 10 children under eight years at any one time, of whom no more than five may be in the early years age range when working with her co-childminder. They are currently minding nine children in the early years age range on a full-time and part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is able to support children with learning difficulties and/or disabilities. She attends local carer and toddler groups and is able to take and collect children to and from local schools and pre-schools. She is a member of the National Childminding Association, receives support from the local authority and holds a recognised childcare qualification at Level two.

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

Overall the quality of the provision is good. All children enjoy access to a broad range of interesting, age-appropriate and enjoyable experiences both indoors and outside which help them to develop and learn. Partnerships with parents and other agencies are generally good ensuring that children's learning and welfare needs are met. The childminder uses information provided by parents and ongoing observations to enable her to meet the individual needs of the children. Most arrangements to promote children's welfare are implemented effectively in a caring, homely and secure environment. Children benefit from many improvements to the provision; the childminder has begun to develop her self-evaluation processes but she has not ensured that all the welfare requirements of the Early Years Foundation Stage (EYFS) are met in full.

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

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

- develop an effective key person system that ensures the needs of children are met at all times
- develop further the relationship with parents by sharing information on children's care and development and offer support for extending learning in the home

- improve further procedures for carrying out risk assessments including risk assessments for each type of outing.

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

The childminder organises her childminding so that children are cared for in a welcoming and secure environment. She works effectively with her co-minder and provides children with good opportunities to learn and develop. The childminder continues to attend training in order to develop her knowledge and understanding of childcare and development further. This contributes to the quality of care children receive. Recent dyslexia and autism training enables the childminder to support children with learning difficulties more effectively.

Most records, policies and procedures are used efficiently to support the childminder in promoting children's welfare. However, procedures for conducting assessments of potential risks to children do not always identify potential hazards such as glazed window frames stored in an area used by children. The premises are secure and children are well supervised. The childminder has a sound understanding of how to protect the welfare of children and follows Local Safeguarding Children Board guidelines when protecting children from harm or neglect.

The childminder has developed a generally good partnership with parents. Information on children's individual daily routines is obtained and some information on children's development is also provided by parents. This enables the childminder to follow children's individual routines and to plan activities around children's interests and their starting points. Children are cared for appropriately by either childminder. A key person system is not implemented effectively; there are no arrangements to show who is responsible for individual children or how children's care is managed when the key person is not present. Partnerships in the wider context are used to ensure children receive consistency of care and their developmental needs are met. There are good arrangements for sharing information with a local nursery that some children also attend.

Since her last inspection the childminder has made changes to the provision which improve outcomes for all children. For example, the outside play area has been improved to provide children with a stimulating learning environment; training has been accessed and the childminder is developing her systems for managing the educational programme effectively. The views of parents and older children have been sought and any issues arising considered. The childminder has yet to develop systems to monitor how effective any improvements are in relation to outcomes for children and to prioritise what action is needed.

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

The childminder manages children's welfare and learning and development well. Children have access to planned, purposeful play and exploration, both in and out of doors. The outside play space and the surrounding countryside are used very

well to enable children to engage in physical play and learn by exploring and investigating the world in which they live. Activities are used to raise children's awareness of similarities and differences between people and learn about other cultures and beliefs. They are able to use their natural curiosity to find out about things. For example children can observe plants, animals and insects, help care for the rabbit and hamster or engage in gardening activities. There is a good balance of adult-led and child-led activities that results in children being active learners, creative and imaginative. Children are becoming increasingly independent and able to make choices about what they like to do. They express themselves through art and craft activities, music and dance.

Children make progress in their communication, language and literacy and numeracy. They are able to acquire new skills and understanding through participation in a good range of activities which cover all areas of learning and through the good interaction with the childminder. Children confidently use mark making materials such as sand or shaving foam, large sheets of paper with paints or crayons or the white board. They explore different media and materials during craft activities, displays of children's work shows their creativity and imagination is valued. The childminder supports children's development by communicating with the children, listening to them and by asking questions which extend their thinking.

As the babies become more mobile, they express themselves through physical action and sound. Babies are encouraged to develop their coordination and muscle control, clapping, waving and pointing to their noses. They use movement and sensory exploration to connect with their immediate environment as they crawl around the room or cruise along the sofa and coffee table. Children are making progress in their self-care, babies move on from being spoon fed to managing a spoon and finger foods while older children competently feed themselves a bowl of home made vegetable soup.

The quality of planning for individuals is good ensuring that each child receives an enjoyable and challenging experience across the areas of learning. Activities are planned around children's interests and any identified needs. The childminder uses the learning and development practice guidance to help her identify the next stage for children's learning and development. Observations are carried out and recorded enabling the childminder to identify the progress children are making towards the early learning goals. However, because the process has recently been implemented information in children's development folders is not shared with parents which means they do not have a clear understanding of their child's stage of development. Parents are provided with information on the educational programme, the activities their child is involved in and their care routines but are not fully supported in extending the learning in the home.

Children's good health is promoted well, particularly in relation to healthy eating. Freshly prepared home cooked meals are well balanced and meet children's individual dietary needs. They learn to manage their own self-care when developmentally ready and follow good hygiene procedures in relation to hand washing. Children are taught the importance of safety. They learn road safety and wear fluorescent jackets when out and about. They are developing secure attachments to the childminder, responding well to the positive behaviour

management strategies used; they are well behaved and enjoy playing with other 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.	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?	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
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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 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.