

## Inspection report for early years provision

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<b>Unique reference number</b>	EY317500
<b>Inspection date</b>	01/04/2009
<b>Inspector</b>	Kelly Eyre
<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 was registered in 2005. She lives with her husband and one child aged five in Luton, Bedfordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The property is accessed by four steps and facilities are located on the ground floor.

The childminder provides care each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register. There are currently ten children on roll, seven of whom are in the early years age range.

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

Overall, the quality of the provision is good. The childminder knows the children well and offers support to ensure that they are included and benefit from the opportunities provided. Her skill in organising resources and activities and her confident approach in encouraging children to develop their own play means that they are offered a wide range of opportunities and are confident to explore and become active learners. The childminder maintains a positive approach to self-evaluation, developing appropriate plans for the future and thereby providing a service which is responsive to children's needs.

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

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

- update the procedures for safeguarding children to ensure that these contain current information
- develop further the planning and assessment procedures to include an initial assessment and next steps to feed into planning.

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

The implementation of practical safety policies and the frequent review of risk assessments ensures that children are cared for in a safe environment. They gain a good understanding of safety issues through ongoing explanations and good daily practice. For example, they practise road safety and discuss issues such as stranger danger. The childminder ensures that she has all relevant information relating to safeguarding children. However, their welfare is not fully promoted as written procedures do not consistently include current local information.

The childminder has comprehensive procedures for the ongoing evaluation of her

practice, actively seeking feedback from parents and participating in additional training to help inform and review her work. She realistically identifies areas for improvement and develops clear plans for the future, to lead to the potential to improve outcomes for children. Recent changes have included the displaying of weekly activity plans and menus to help ensure that parents are fully informed.

The good partnership with parents and carers helps to ensure that there is an efficient exchange of information, enabling the childminder to provide consistent care and support. Parents are well-informed of their child's progress and activities through regular discussions, daily diaries and the sharing of children's records. The childminder is developing relationships with others providing care for the children to further ensure consistency and the promotion of children's development. For example, she is aware of themes covered at school and can therefore provide complementary activities and play experiences.

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

Children are offered a wide range of activities that support them in making good progress in all areas of learning. The childminder's good knowledge of each child means that she is aware of their individual interests and current developmental stages. She uses this information and that gained from observations and basic assessments to influence daily activity planning. However, children's development is not promoted to the optimum because assessment and planning procedures do not fully utilise information regarding initial assessments and next developmental steps for each child.

Children's enjoyment is enhanced because resources are well-prepared and they are offered choices. For example, children choosing to play outside are offered additional resources that have already been prepared; they make their choices and quickly become absorbed in exploring these and incorporating them in their role play. Children's development is further promoted because this good organisation extends to the preparation of structured activities. For example, children and the childminder have decided in advance to make Easter Cards. The childminder therefore ensures that they are offered a wide range of resources to support this. The children become engrossed in cutting their own card, choosing stickers and decorations, and writing in the cards, copying some of the words from pre-written cards supplied by the childminder. Their pleasure in completing these inspires them to try further creations and additional writing.

Children are encouraged to think critically and solve simple problems. They take turns to count how many children are present at tea time, working out how many places to set at the table. The gentle introduction of simple mathematical concepts as part of their daily play further extends their knowledge. For example, when helping to prepare their snacks, children discuss concepts such as portion sizes and simple division. Good access to a wide range of books and regular use of the library encourage children's appreciation of books and reading. They are also encouraged to use these for other purposes, such as carrying out their own research.

The inclusion of realistic activities and opportunities means that children are encouraged to explore and their awareness is increased. For example, they gain a greater understanding of other cultures and ways of life through the use of appropriate resources, reading and discussing topics such as differences and discrimination. Children are encouraged to extend their play and learning, through sensitive support offered from the childminder. This promotes their development and enables them to become confident and enquiring learners. For example, children using ride-on toys in the garden are encouraged to extend their play by discussing imaginary destinations, such as a toy shop, and the items they are going to buy.

The interesting environment and accessible resources encourage children to explore and extend their understanding. For example, children deciding to draw are clearly aware of where resources are stored, helping themselves to pens and paper and setting these up on a low table. Children's development is further promoted and their enjoyment enhanced because the childminder utilises local facilities to offer further opportunities. For example, additional resources are borrowed from the local toy library and children regularly attend specialist craft and messy play sessions.

## 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
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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.