

## Inspection report for early years provision

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<b>Unique reference number</b>	EY386480
<b>Inspection date</b>	10/06/2009
<b>Inspector</b>	Carole, Jean Craven

<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 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 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her teenage son in Ripponden, Sowerby Bridge. The whole of the ground floor of the home is used for childminding, children use the bathroom on the first floor. There is a fully enclosed garden for outside play. The family have two pet dogs.

The childminder is registered to care for a maximum of six 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 one child in this age group. 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 holds a level 2 National Vocational Qualification in Early Years Care and Education and is a member of the National Childminding Association.

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

Overall the quality of the provision is good. Children are cared for in a safe and stimulating environment where their individual needs are considered and met. They are happy, settled and confident in their surroundings and enjoy learning about the world around them. Systems to monitor children's learning include next steps which help to ensure children are making regular progress. Good information is shared with parents and carers ensuring consistency of care. The childminder has begun to self evaluate her provision and recognises her strengths and areas for improvement.

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

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

- encourage the use of mathematical language and counting in children's every day play
- formalise planning to reflect children's individual needs
- continue to build on resources that reflect all areas of inclusion

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

All required policies, procedures and records for the safe management of the provision are in place. They are well kept and thorough. Although the childminder has been minding for a very short time she has begun to self-evaluate her provision. She is committed to her own development and improving her service through on going training and has identified that she would like further training in the Early Years Foundation Stage. She has completed training in children's

nutrition, food hygiene, safeguarding, observation and developing an appropriate environment.

The childminder has a good partnership with parents. Younger children have a daily diary which covers their sleep patterns, food intake and general demeanour and the childminder takes time to give verbal feedback to parents at the end of the day. Parents are invited to regular review meetings to discuss their children's progress and children's records of achievement are readily available to parents. All parents have contracts and copies of policies and procedures. The childminder takes time to allow children to settle into her care and offers a gradual admission process and pre-placement meetings to determine children and parents needs.

The childminder is aware of her responsibility under the Children Act to keep children safe. Her home is safe and secure and all potential hazards are identified and minimised. She has a sick children and inclusion policy in place and further protects children by taking steps determined by daily influences. For example, ensuring children have sun cream and hats on before going outdoors in warm weather. Good, well thought out risk assessments are in place and cover all areas of the house and garden and outings. These are under constant review as children's needs change, for instance, as a baby becomes more mobile.

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

Children are making good progress towards the early learning goals and their welfare is well provided for. They are given good one to one support in an environment that is planned to support their learning and development. Their art and craft work is displayed which gives them a sense of pride in their achievements. Children have plenty of room to move about freely and can make choices about their play which develops their independence skills and confidence. The childminder ensures they have opportunities to explore new experiences that encourage them to be critical thinkers and active learners. For example, a young baby sits in the sand tray and watches as sand streams between her fingers. As the childminder fills a bucket with sand the baby picks up a spade and tries to do the same. The childminder takes every opportunity to encourage and develop children's language skills. She interacts very well with the children, she sits on the floor with the baby and talks to her all the time, makes eye contact and gives lots of cuddles. As she reads a story the baby tries to turn pages of the board book and is already beginning to understand that books carry meaning as the childminder points to the pictures and repeats words. The baby tries to join in with action songs and squeals with delight as she 'winds the bobbin up' or rows her boat 'merrily down the stream'. The children are learning about the world around them and where their food comes from. They are growing a range of vegetables in pots and on a nearby allotment where they have opportunities to water the plants they have sown and feed the chickens. They have visits in the community to a children's farm, toddler group and nature walks in the nearby woods.

Children have well kept records of achievement which include lots of photographs, evaluative observations and art work. Records identify that all six areas of learning are covered but the childminder should encourage children more in the use of

mathematical language and counting. The childminder uses observations to identify children's next steps in learning and has begun to plan activities and themes. However, planning should be formalised to identify children's individual needs and areas of development. All entries into their records are dated which enables parents to clearly see their child's progress. Parents have opportunities to attend review meetings to discuss their child's development, needs and progress.

Children are learning about keeping themselves safe as they are learning basic road safety and understand they must hold hands or the sides of the baby buggy when they are outdoors. They have access to a satisfactory range of high quality resources, toys and equipment that are appropriate to their age and stages of development. The childminder is keen to build on her resources and should develop her supply of toys that reflect all areas of inclusion. The home is clean and well cared for and children can sleep, rest or be active as they need. Children are happy and settled in the childminder's care.

## 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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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

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