

## Inspection report for early years provision

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<b>Unique reference number</b>	EY387107
<b>Inspection date</b>	28/04/2009
<b>Inspector</b>	Anne Mort
<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 2008. She lives with her husband and two children aged four and eleven. The whole of the ground floor of the childminders house is used for childminding purposes. There is a fully enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of five children and there are currently four children on roll. She uses her vehicle to transport children to and from school and for outings. The childminder works each weekday from 08.00 to 17.30.

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

The quality of the provision is good. Children make good progress in their learning because the childminder offers suitable play equipment indoors and meaningful outside experiences. She uses her observations of children at play to plan for all areas of learning. The childminder is positive in her attitude towards inclusion. She establishes highly effective communication with parents in documentation and daily conversation. She has started the self-evaluation process, it currently highlights the strength of her provision. She risk assesses her premises but there is a hazard in the garden and fire drills are not carried out.

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

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

- practise the emergency evacuation procedure with children
- review the risk assessment of the garden.

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

The quality of the written information that is shared with parents is first class. The childminder works very closely with parents in order to provide continuity in their child's care, to ensure each child's developmental needs are fully supported. Information, including health needs and home routines, is obtained during the induction procedure and recorded in children's files. This information is supported by the childminder's observational notes to establish a sound understanding of children's starting points and ongoing needs. She keeps parents very well informed of their child's daily activities. This is achieved through text messaging, daily diaries, development records and verbal feedback when children are collected. Photographs and children's creative work are also shared with parents. The childminder acknowledges the importance of fostering links with other provisions, such as nursery staff, in order to support children's development.

An inclusive and welcoming service is provided for children. The childminder takes steps to ensure resources are easily accessible with clear play and walking space.

This promotes children's independence and they move freely and confidently around the safe, secure premises. The childminder has attended child protection training and she is confident in her role and responsibilities in safeguarding children's well-being. In addition to this, an open and honest approach with parents ensures that they are clear about how she will deal with concerns.

Written risk assessments of the premises, and of outings, promotes children's safety. A rosebush in the garden poses a minor hazard as it has a spiky stem, however children are supervised in this area. The childminder helps children to think about safety issues. For instance, they have contributed their ideas to the creation of risk assessment sheets for their use when on outings. Road safety is practised at every available opportunity, enabling children to learn a valuable life skill. Security within the home is very well maintained and children are very closely supervised. Equipment and resources are inspected regularly to ensure they are safe and suitable for the children attending. There is a written evacuation procedure and the childminder develops children's knowledge about fire safety, but they have not yet experienced a fire drill.

Children thrive in the supportive environment, which is suitable both indoors and outside, and is equipped with a wide range of well maintained toys, furniture and equipment. Efficient practices followed by the childminder result in children being protected from illness and the spread of infection. Children are provided with a good range of healthy well balanced meals that take account of their individual dietary needs. In discussion and in the written self-evaluation form it is very evident the childminder has the capacity for improvement. She correctly highlights the strengths in her provision and makes notes for planned improvement.

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

The clean and well maintained learning environment supports children's learning and the childminder actively encourages children to make their own choices. They are able to self select from well organised play materials that are stored in low storage labelled boxes and drawers.

Children can self-select toys and books and their choice is respected. Their concentration span is developed as they settle to an activity that interests them, for instance, a dominoes game. They show confidence and develop concentration skills as they continue their play alone, after being helped to set the game up by the childminder.

Their manipulative skills and colour recognition are actively encouraged and they enjoy the task of colouring a blank picture in, using a corresponding complete picture as a guide. They are very adept at staying within set lines and are proud of their achievement, thus pencil control and their self esteem is very well promoted.

Children actively learn spoken language as a means of communication. The childminder supports the development of children's conversational skills by using age appropriate language, asking open questions and encouraging children to talk about what they are doing. As a result, they are confident speakers and share their ideas.

The childminder has an excellent awareness of the developmental stages of babies. She provides ample opportunities to develop these further, for example, in the provision of a treasure basket whereby their sensory experiences are well provided for in the different textured items. Babies become aware of their own bodies and gain a sense of balance from an early age because the childminder holds them gently whilst sharing actions songs, whereby they smile and giggle and learn to move their bodies in time to a certain rhythm. She uses a favourite toy to develop an existing skill, for example, a soft ball to encourage babies to shuffle along the carpet and try to move it with their feet.

A healthy lifestyle is supported. Children know to they wash their hands before meals and are independent in their care. There is the use of paper towels to prevent cross contamination and reminder signs about good hygiene habits are on display. There is excellent use of resources in the garden and trips to parks for children to access large play apparatus. This allows them to develop their large muscle skills and find out what their body can do. There are resources that reflect positive images of diversity and children learn about the wider world, for instance, in visits to shops, play groups, country parks and museums.

Children behave well and know what is expected of them. The affectionate and gentle care given by the childminder enables all children to develop a sense of belonging and trust. Children are happy and familiar with the setting. Both babies and older children settle quickly to play and enjoy a wide variety of activities which support all aspects of their learning.

## 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?	1
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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