

## Inspection report for early years provision

---

<b>Unique reference number</b>	224424
<b>Inspection date</b>	20/05/2009
<b>Inspector</b>	Valerie Thomas
<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 1994 and lives in Fenton, Stoke-on-Trent. The whole of the ground floor of the property is used for childminding and access is via one step into the home. There is a fully enclosed area available for outside play.

The childminder is registered to care for six children under eight years when working alone and seven children when working with an assistant. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently caring for seven children, four of whom are in the Early Years Foundation Stage (EYFS). There are arrangements in place with the local school that children attend.

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

Overall the quality of the provision is good. Children are happy and relaxed in the care of the childminder who engages in their play to promote their learning and ensure that everyone is included. There is a wide range of activities to help all children to learn and develop and the system for assessing their progress is mostly effective. The childminder has a committed approach to improvement and implements various ways to evaluate what is offered with most aspects of the EYFS effectively promoted. Partnerships with parents are positive and ensure the childminder is able to meet the individual needs of all children effectively.

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

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

- ensure the risk assessment covers anything with which a child may come into contact
- enhance the assessment process further through matching the observations more clearly to the expectations of the early learning goals
- strengthen the self-evaluation process further, for instance, through use of the Ofsted self-evaluation form.

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

The home is organised well and provides a welcoming environment with a good range of resources available. All areas are safe and security of the premises is good with risk assessments in place and many safety precautions taken. For instance, a safety gate prevents children accessing the first floor and kitchen and the outside gate is padlocked to prevent children leaving or unknown persons entering. However, the risk assessments do not cover everything a child may come into contact with such as when they visit a nearby farm and look at reptiles shown by a family member. The childminder fully understands her role in safeguarding children and has all relevant guidance documents on file. She has a clear

knowledge of signs and symptoms that may alert to child abuse and fully understands the procedure for reporting any concerns.

The childminder demonstrates a strong capacity to improve, gathering information on new practises through reading and discussing her practices with other practitioners. Parents are fully involved in the process through questionnaires and the childminder talks to children to gain their views. Following the last inspection, the childminder implements a system to assess the continuing suitability of assistants and is fully aware of the need to obtain prior written consent before administering medication. However, a culture of reflective practice is not extended further through use of the Ofsted self-evaluation form. Training requirements of the EYFS are met in that the childminder has a current first aid certificate. Documentation is organised well with accurate recording of accidents, medication and attendance and many detailed policies and procedures are in place. This helps to ensure all children are well cared for and that individual needs are met.

The childminder develops positive partnerships with parents and works hard to develop effective relationships with other settings that children in the EYFS attend. At initial visits she discusses children's individual needs in detail and asks parents to complete a sheet detailing their child's likes and dislikes including their daily routines. Parents are encouraged to stay with their child until they are settled which helps with the transition from home to the childminder's care. Daily discussion keeps parents informed of their child's well-being and they take home their child's development folder to see what progress they are making. Parents are further involved in their child's learning and development. For example, the childminder works in conjunction with parents regarding potty training and developing their child's self-care skills such as putting on their own coats.

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

Children benefit from a varied range of healthy and nutritional meals and snacks provided. The childminder works closely with parents to encourage every child to develop a positive attitude to healthy eating and mealtimes are very much a social occasion with all children sitting together at the table. Hygiene is promoted well with children fully understanding when they need to wash their hands and individual paper towels reduce the risk of cross-infection. The childminder ensures that there are regular opportunities to be outside in the fresh air through walks and play in the rear yard. Children are able to play on the bikes and scooter in a nearby enclosed area and music and movement sessions help them to develop their physical skills and a healthy lifestyle. Good guidance from the childminder helps children to learn how to stay safe. When dressing up in different clothes they learn that they need to lift their long dress up when walking and to be careful that they do not trip over the lion's tail. Regular fire drills are practised and the childminder talks to children about the dangers of water when visiting the park.

The childminder regularly observes and assesses each child's achievements and keeps a record in their own file. Photographs, samples of pictures and written observations show that children are making good progress. The next steps in children's learning are identified and the childminder plans a wide range of

activities to ensure the six areas of learning and development are covered. However, the assessment process is not enhanced further to ensure that observations are more clearly matched to the expectations of the early learning goals. Children are happy and relaxed in the home and have very good concentration skills as they engage in the various activities. Imaginative play is very much a keen interest of all children and they thoroughly enjoy making cups of tea and dinner, later extending this to making their beds with cushions and pretending to go to sleep. Their independence is very much promoted when they go to the toilet by themselves and choosing toys from the selection set out by the childminder. Behaviour is managed well and children respond positively to the boundaries set. They work together well as they help to tidy the toys away before they get the next box out and wait patiently for their turn for a toy when reminded by the childminder.

The childminder develops language skills through encouraging conversation as children play. Consequently, they are confident speakers explaining what they are making for dinner and naming the pictures in the books which they sit and look at with interest. Children's creativity is developing well and they are adept at constructing models with the stickle bricks. They have regular opportunities to paint and draw and enjoy making models in the dough. The childminder engages in their play effectively promoting learning as they build. For instance, she encourages them to count how many bricks they have and extends this by asking them to group the bricks into sets developing their problem-solving skills. Children are encouraged to learn and respect diversity through a varied range of resources and activities such as celebrating different festivals. There are many electronic activity toys to help children develop a sound understanding of technology. For instance, children use the swipe card on the till to pay for the shopping. Many trips take place to places of interest such as Finney Gardens and an animal rescue centre to extend their knowledge and understanding of the world further. Consequently, children are developing good learning and social skills for the future.

## 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