

## Inspection report for early years provision

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<b>Unique reference number</b>	EY221032
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Gill Ogden
<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 2002. She lives with her husband and two children, aged 12 and nine, in Caistor, Lincolnshire. All areas of their home are registered for childminding and there is a fully enclosed garden suitable for outdoor play. Amenities such as a park, shops, library and pre-school are within walking distance. The childminder also uses her car to transport children. The family keep a dog, two rabbits and two guinea pigs as pets.

The childminder is registered to care for a maximum of six children at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently looks after five children, three of whom are in the early years range. The childminder 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 clean, safe and comfortable home where their individual needs are well-known. Each child is supported well to achieve as much as they can and make progress according to requirements of the Early Years Foundation Stage. Warm relationships with parents contribute effectively towards children's ongoing well-being. Links going back over several years with the school and local kindergarten provide a strong basis for further development to support children's learning and development. The introduction of a self-evaluation system provides a better structure to promote and strengthen on-going monitoring and to ensure continuous improvement in the provision.

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

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

- link observations of individual children's learning and development more closely to the early learning goals in order to better identify future targets
- develop further the use of observations from parents and others involved with the child to identify learning priorities

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

The childminder is well-organised. She maintains all the necessary records and all her policies and procedures are in writing so that parents can take time to understand them fully before signing up to them. They provide a strong framework for the care of children. The childminder is clear about her child protection responsibilities and ensures that parents are well-informed about them. Risk assessments are recorded appropriately to make their review easier and ensure that every effort has been made to minimise opportunities for the children to have

accidents.

The childminder has attended the necessary training and is vigilant in ensuring her first aid certificate is kept current. She has booked to renew it well in advance of its expiry date. She is keen to keep up-to-date and to this end has attended a variety of training events since her last inspection including music and sound, fire and home safety and the Early Years Foundation Stage. Her reflective practice shows clearly in her self-evaluation where, amongst other things, she has identified the need to become more comfortable with and knowledgeable about the learning and development aspects of the Early Years Foundation Stage. Her practice with the younger children shows that she has taken notice of the recommendation made at the last inspection and says herself that she is more than happy to ask for advice if necessary.

Parents speak very positively about the care provided for their children. They especially appreciate the childminder's flexibility, the activities and trips that children enjoy, how she is willing to follow parents' preferences and that she ensures that their children get a balanced day. Her portfolio is presented in a user-friendly way so that parents are likely to read it thoroughly.

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

Children enjoy a stimulating yet comfortable home environment. The main area they use is the conservatory which is completely given over to children's play and has a good view of and access to the garden. Children move freely between all the downstairs rooms because they are all checked regularly for their safety and the childminder always accompanies them. The toilet is easy for them to use and its handiness supports toilet training well. The conservatory is bursting with toys, play equipment and resources that interest all the children and there is plenty of space in the garden for them to run around or play with the large equipment. This means that they get plenty of regular fresh air and body strengthening exercise without having to leave the home. Children are taught consistently about health and safety from an early age so that it becomes part of their everyday thinking. For example, they know how to behave when they get in and out of the car, the danger of throwing toys or touching cookers and fires and this, along with close supervision by the childminder, results in children having very few accidents.

Children make good progress towards the early learning goals because the childminder has the resources to enable them to take part in a range of activities that help them learn across all the areas of learning and is aware of their individual traits. For example, a child who did not like holding a brush and getting paint on her hands was encouraged to try sponge printing and was delighted with the animal prints that she made. This provided a stepping stone towards her feeling more comfortable with all types of painting eventually. Also, the childminder works hard to adapt activities to ensure all children can enjoy them and learn from them. This is evident when two children of differing ages play with blocks that have colours and numbers on them. The older child is supported to count as he builds towers with the blocks and recognise the numerals and colours. The younger child enjoys watching, trying to build a few blocks and saying the colours and numbers

after the child and childminder. Similarly, the older child can recall very well most of the words to nursery rhymes that he learned a few days ago by using finger puppets and sings them with the childminder. The younger child is happy to explore the finger puppets and listen to the rhymes, repeating the odd word here and there.

The childminder does not plan formally, apart from regular routines that include school runs, attending toddler group, going to the shops, park and library and occasional special outings. Instead, she considers the children she is looking after at any one time, their moods and interests and what the current focus is for their individual learning. Parents contribute to this, especially regarding the physical development of toddlers such as toilet training. Photographic records and notes are kept about each child's achievements which show their progress. However, she is not yet linking these achievements closely enough to the early learning goals to ensure that children progress as quickly as they can and has not yet got a fully useful system in place to find out and incorporate what children are doing when they are at school or pre-school. On the whole though, children are developing very good habits and behaviour that support them to be good learners and become aware of their own needs and those of others.

## 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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