

## Inspection report for early years provision

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<b>Unique reference number</b>	223755
<b>Inspection date</b>	08/04/2009
<b>Inspector</b>	Mary Anne Henderson
<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 1992. She lives in a house in Shropshire with her husband and adult son. The childminder is registered to care for six children on the Early Years Register. Currently she is caring for six children within the Early Years Foundation Stage all of whom attend for various sessions throughout the week. The downstairs areas are used for childminding and there is an enclosed outdoor play area. The family have no pets.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is able to take and collect children from local schools. Occasionally the childminder works with an assistant. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory. A warm and caring environment is provided for all children and their parents. The childminder recognises the uniqueness of each child thereby ensuring the inclusion of all children. She shares two-way information with parents to ensure their child's ongoing welfare and development is maintained at all times. The childminder exchanges relevant information with other providers of the Early Years Foundation Stage (EYFS) to ensure children's needs are identified and met. Systems to evaluate the provision have been implemented, however, the strengths and areas for further improvement are not yet clearly outlined in the process. The childminder shows a sound commitment to improving her practice on an ongoing basis.

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

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

- develop the self-evaluation procedures identifying the strengths and all areas for further improvement
- ensure the safeguarding procedures includes information for parents about what will happen in the event of an allegation against the childminder, the assistant or a member of the family
- ensure the risk assessment procedures clearly includes all outings involving the children
- use observations to plan children's next steps in all areas of their learning and development
- provide a range of activities to foster children's interest in other cultures.

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

The leadership and management of the early years provision is satisfactory. There is two way verbal exchange of information about the children's care and learning to ensure the inclusion of all children. There is a range of written policies and procedures in place thereby ensuring parents are informed about the service provided. The childminder has made a start on children's observations. However, the information is not yet used to plan for children's next steps in all areas of their learning and development. The childminder liaises with other providers of the Early Years Foundation Stage (EYFS) with regard to children's care learning and development. At times, the childminder works with an assistant. The assistant is fully aware of the policies and procedures of the setting.

There are systems in place to evaluate the provision. However, the systems do not yet fully include the strengths and areas for further improvement. The improvements made following the last inspection ensures children's safety is maintained. The childminder has a sound knowledge and understanding about safeguarding procedures. However, the policies and procedures do not yet clearly outline what will happen should there be an allegation against the childminder, the assistant or a member of the family. Areas within the home and garden are maintained and safe. The childminder checks all areas before the children arrive each morning. Risk assessment procedures includes checks on toys, equipment and indoor and outdoor areas. However, risk assessment procedures do not yet fully include all outings involving the children.

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

The children are beginning to form good relationships with their peers and the adults around them. They enjoy regular outings to the toddler groups where they mix with other children and adults. The children also enjoy developing positive relationships with their peers at the setting, where they like to play cooperatively together, building train tracks and reading books together. Children have regard for one another and the childminder. They behave well and have a sound sense of belonging because their art work and photographs are displayed for them around the play areas. The children are praised throughout the day by the childminder thereby fostering their sense of self-esteem.

Children find out about their environment, identifying features and noticing the natural world. They enjoy outings to places of interest. This includes visiting farms where they find out how sheep and cows live and local walks to feed the ducks and to notice the changing seasons. Children also enjoy shopping with the childminder and finding out about healthy foods. Other outings enjoyed by the children include regular visits to the local parks where they use the large equipment to develop their muscles such as climbing and balance frames. Children also enjoy using a range of small and large equipment in the garden where they like to ride their trikes and scooters, use the tunnel and the slide and run around on the lawn. While in the garden with the childminder, the children like to collect insects in buckets to look at closely and lift twigs and leaves to see what lives

underneath.

Children are beginning to use technology and use information and communication technology to support their learning. They enjoy using the computer under supervision, using a range of suitable programmes that encourage them to learn about numbers and problem solving, such as what's missing in the picture and how many can you see. The computer programmes also support children's learning with regard to reading and following instructions, thereby further supporting their language skills. Children's interest in information communication technology is further fostered as they use the remote controlled cars, making them move forward and back on the floor areas. Children enjoy helping themselves to the books as they sit quietly with their peers. Areas within the setting encourage children's independence. For example, they can help themselves to a broad range of resources housed in low cupboards and boxes in the lounge and they can build a train track or road for the cars in the dining area. Children's independence is further promoted as they stand on the step to wash their own hands before making their own snacks or after messy play.

Children explore colour, texture, shape and form in two and three dimensions. They help themselves to the messy play resources housed in the low kitchen cupboards thereby furthering their independence. They like to mix paint colours using brushes and paper and using their fingers to feel the paint and make marks. Children enjoy using a range of resources to make pictures during cutting and gluing activities.

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They chat about the benefits of a healthy lifestyle such as being physically active and eating healthy snacks. Children are learning about how to keep themselves safe. They do this as they learn to cross the road with the childminder while on outings. They also learn about keeping safe as they are involved in the fire evacuation practice with the childminder.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity such as dolls and small world people. They also look at books depicting positive images of people from other cultures and those with disabilities. Children explore festivals such as Valentines Day and Mothers Day through arts and crafts such as making cards to take home to their family. However, children's exploration of festivals with regard to other cultures is more limited, thereby possibly compromising this area of their learning and development.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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

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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