

## Inspection report for early years provision

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<b>Unique reference number</b>	EY249041
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Melanie Arnold
<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 2003. She lives with her husband and three children in Scampton, Lincolnshire. The whole ground floor is used for childminding, with additional sleeping facilities located on the first floor. There is an enclosed, secure garden for outside play. The family has two dogs and a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time during the day and for one child under eight years when providing overnight care. There are currently 10 children on roll, five of whom are within the Early Years Foundation Stage (EYFS). The childminder also cares for older children and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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. The childminder values the individuality of each child, ensuring their specific needs are met through providing effective support and promoting inclusion. Children make good progress in their learning and development, through the childminder's mainly effective systems. Children are cared for in a secure, warm, welcoming environment, where their welfare is promoted. Highly effective partnership working in the wider context, is used to promote good quality care and learning experiences for all children. The planning for improvement including processes of self-evaluation is mainly effective.

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

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

- consolidate the system of self-evaluation to fully ensure ongoing improvement
- develop further the observation and assessments to more clearly identify children's achievements towards the early learning goals.

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

All the necessary records, documents and policies are in place, accurately maintained, reviewed diligently and used to provide a strong framework for the care of children. Children remain in the care of the childminder at all times and she has clear systems in place regarding overnight care to ensure children are fully safeguarded. Space, toys and resources are effectively organised to create a child-friendly environment, where children freely access their toys and resources. Children's safety is protected within the home, outside and during outings because the childminder is vigilant. She also uses a record of risk assessment checks to

clearly identify and minimise potential hazards. The childminder understands, recognises and promotes the uniqueness of each child and she ensures all children value and respect each others individuality, ensuring inclusion and equality of opportunity are thoroughly promoted throughout the setting. Highly effective links with parents, carers, other providers and professionals, contributes to the integration of children's care, learning and extended services.

The childminder strives to make improvements to provide high quality care and learning experiences for all children. She has acted on the recommendation raised at the previous inspection, obtaining permission to seek emergency medical treatment or advice for each child, to ensure children's health and safety is fully protected. The childminder continually updates her skills and knowledge through completing additional ongoing training. The childminder uses a system of self-evaluation to evaluate her provision, however, she plans to further develop this system to ensure all aspects of her provision are fully monitored, leading to clearer identification of targets for future development.

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

Children are well cared for in the child-friendly environment, where they freely access a good range of toys, resources and equipment to meet their needs. Their welfare is promoted through the childminder's clear practices and procedures. For example, children are constantly supervised within the setting or on outings to ensure their safety and the childminder's good understanding of child protection further safeguards children from potential harm. Children's health and well-being are effectively maintained through the childminder's robust health and hygiene routines. For example, highly effective nappy changing procedures and the use of individual flannels and towels, ensure the risk of cross infection is effectively minimised. Children are encouraged to develop good hand washing procedures from a young age and the clear exclusion policy is strictly adhered to, which further protects children's well-being. Activities, discussions and regular occurrences, help children to learn about protecting their own health and safety.

Children are settled and confident in the childminder's care. The childminder implements her clear behaviour management policy well, reinforcing children's good behaviour through the use of positive discipline. Children learn to value differences and diversity through activities, their play resources and television programmes. The childminder ensures children respect each other and she promotes their awareness of children's specific needs, creating understanding and acceptance. Children's communication skills, letter recognition and basic maths skills like counting, number and colour recognition, are regularly promoted during everyday play opportunities. Therefore, fostering the core skills needed for children's future learning and development.

Children are making good progress in their learning and development. They enjoy participating in a wide range of adult-led and child-initiated activities, delivered through indoor and outdoor play. Each child has their own observation folder, which contains informative written and photographic observations. These are

evaluated to identify a child's next steps for learning, ensuring their continued development. Although the childminder knows children are making good progress, her current system of assessment does not accurately reflect this. Individual planning systems ensure children's interests and specific learning needs are taken into account, which contributes to them making good progress as they receive effective support and challenge. For example, from a child showing an initial interest of finding out how many bones were in his body, the childminder and child completed a skeleton puzzle to find out about the different bones in the body, they looked for additional information by using the internet and they then went on to look at how healthy eating is good for the bones and teeth. The childminder also tries to plan trips for children to go on, relating to the current theme they are looking at. This provides children with interesting hands on learning experiences, which brings the theme to life. Information regarding activities, planning and observations, is continually shared with parents and carers, providing them with clear opportunities to contribute to their children's 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>	2
How well does the provision promote inclusive practice?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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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