

## Inspection report for early years provision

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<b>Unique reference number</b>	222462
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Clare Elizabeth Pook
<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 1995. She lives with her husband and two grown up children in village of Bar Hill. The whole of the ground floor of the childminder's house is used for childminding and sleeping arrangements are made upstairs. There is fully enclosed garden used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age range on a part-basis. The provision is registered on both the Early Years register the compulsory and voluntary parts of the Childcare register. The childminder walks to local schools and pre-schools to take and collect children. The family have a rabbit and goldfish. The childminder is a member of the National Childminding Association (NCMA).

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

Overall the provision is good. The childminder is successful in providing for children in the Early Years Foundation Stage (EYFS). Children's welfare is promoted and they are making good progress in their learning and development. Children's own uniqueness is valued and respected and the childminder ensures they receive the appropriate support. The childminder is effective in evaluating her own practice and is focused on developing weaker areas to build on and improve outcomes for children. Partnership with parents is strong and their views as well as their children's are gained through questionnaires and pictures.

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

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

- develop the current system used to identify and plan the next steps in a child's developmental progress
- match children's observations to the expectations of the early learning goals

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

The childminder provides a warm and welcoming home for the children to play. She has robust risk assessments in place that minimise hazards to children in the house as well as on outings. The childminder has effective systems in place for keeping records and maintaining necessary documentation. The childminder is able to protect children from harm or neglect as she has recently attended training in this area and has a good understanding of the Local Safeguarding Children Board procedures.

The childminder obtains all essential information from parents, which helps promote children's welfare and enables the childminder to meet the children's

needs. She works closely with parents seeking their views through questionnaires. Parents and children speak highly of her. Children views are also sort and they all enjoy their time spent with the childminder. These views are incorporated into the childminder's self evaluation. Some children attend other settings. The childminder has established good communication between these to assist children in a smooth transition and support any areas of development.

The childminder evaluates her own practice enabling her to identify areas for development and help to focus on these points to bring about improved outcomes for children. She is keen to attend training where possible to develop her own skills for the benefit of the children.

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

The childminder is successful in promoting children's welfare, learning and development. Children are kept safe within the house and know how to evacuate the house in an emergency. They learn about stranger danger, not to climb on chairs and being mindful of the oven when in use. Good hygiene practices are encouraged and children know to wash their hands to remove dirt and germs before eating. The childminder is a good role model.

The childminder organises her time with the children very well, allowing them to make decisions about what they do. She takes the children's lead when planning activities and follows their interests. She follows topic through incorporating as many different experiences as possible. For example looking at Egypt involves, dressing up, activities about the pyramids and camels. The children are able to self select from the wide range of resources or ask for additional items. They enjoy playing doctors and the childminder supports this well by assisting in making slings for their arms.

Children are well mannered and polite. Children are fully occupied and engaged in their play and activities organised for them, as a result their behaviour is good. The childminder is a positive role model and encourages positive behaviour. Children are independent finding their own coats and shoes and are learning to dress themselves well. Photographs displayed provides children with positive self-esteem and something to share with their parents.

The children enjoy their time outside gaining fresh air and developing various skills such as peddling, negotiating space and other physical skills. They explore textures and materials through craft and messy play. They listen attentively to stories and enjoy feeling the different materials in the books. Children pretend to write both letters and numbers and are beginning to learn the phonic sounds. They take turns playing games and successfully match pairs. Mathematical language is used naturally in their play. They have opportunities to use the computer and use electronic toys in their play. These activities help promote skills for the future.

The childminder plans activities along themes as well as what the children enjoy. The childminder is skilled at covering the six areas of learning through both

planned and spontaneous play. Children are fully engaged and stimulated through both adult-led and child-initiated play. The childminder is effective in challenging children and extending their knowledge to enable them to make progress. The childminder keeps records on the children, showing what they can do and has started to plan the next steps in children's learning. However, as the observations are not at present linked to the early learning goals, the system used to plan the next steps is not yet effective. Photographs are taken as additional evidence to support observations and show parents the wonderful experiences they are having.

## 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

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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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