

## Inspection report for early years provision

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<b>Unique reference number</b>	EY304503
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Anna Davies
<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 2005. She lives with her husband and three children aged seven, nine and 12 years in a village between Huntingdon and Peterborough, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time. There are currently 13 children on roll, four of whom are within the early years age range. All the children attend on a part-time basis. She also offers care to children aged over five years to 12 years and is registered on the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works with an assistant. The house is within walking distance of local amenities such as schools, the mobile library, shops and parks. The family has a pet dog and cold water fish.

The childminder is a member of the National Childminding Association (NCMA) and is working towards the Early Years and Childcare Quality Framework.

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

Overall the quality of the provision is satisfactory. The childminder ensures children's welfare needs are well supported and that they are safe and secure. The childminder provides a suitable range of activities to help children make steady progress in their learning and development, although assessment arrangements are in the very early days.

The childminder is beginning to use systems of self-evaluation and is able to clearly identify aspects of the provision that she wishes to further develop in the future. There are sound working relationships with parents which enables the childminder to meet children's individual needs and ensure that they are kept appropriately informed of issues in relation to their child's care and learning.

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

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

- develop assessment procedures, this relates to using observations and assessments to identify learning priorities and next steps for each child and using this information when planning and supporting future activities
- develop further the range of toys, resources, images and activities that help children to embrace diversity
- provide opportunities for parents to contribute to assessment records, this relates to obtaining information from them about children's starting points and their own observations about their children's learning so that this

information can be used to enhance assessment procedures.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

19/05/2009

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

The childminder organises her home to ensure that children have some opportunities to choose their play and be independent. She ensures daily routines take account of children's individual needs, providing activities within the home and opportunities to visit local toddler groups to further enhance the range of creative, physical and musical activities and experiences offered to children. The childminder has some resources reflecting diversity and has applied for a grant to further develop this area of provision in order to help young children to embrace diversity.

Children are well protected because the childminder has a secure understanding of the safeguarding procedures and knows what to do in the event of any concerns. Children are cared for within a safe environment as the childminder identifies potential hazards within the home and takes action to minimise these. However, she does not maintain a written record of the risk assessment. The childminder works with the parents ensuring she is aware of children's individual care and routines. Parents are provided with a daily record sheet which includes information on the daily routines such as food, sleep and activities; this information provides consistency in children's care. Discussions with parents on a daily basis ensure that they are kept informed of their child's achievements and general progress. However, opportunities for parents to contribute to their child's assessment records have not yet been established. The childminder has recognised the benefits of building positive relationships with the local pre-school and is beginning to use information given to her by other settings, to further support children's learning and development.

The childminder has sound systems in place to evaluate her practice and is able to identify areas that she would like to further develop. Parents and children's feedback is important to the childminder and they speak highly of the care she offers. Children comment that she is 'the best child-carer in the world'. The childminder demonstrates a firm commitment to maintaining continuous improvement, for example, she is beginning to action areas for development that she has identified herself, is booked on further training courses and has addressed recommendations set at the previous inspection, further safeguarding children's welfare.

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

The childminder understands children's individual abilities and interests; children enjoy their activities with the childminder and they take part in play opportunities that satisfactorily help them to learn and develop. The childminder is generally aware of individual children's needs in relation to their learning and development. She is developing 'learning log' assessment files for each child in order to record and monitor children's progress. Some initial observations have been conducted under each area of learning and next steps of learning have been identified for some children. However, these are not yet in place for all children in the early years age range in order that the planning and supporting of activities promotes highly individualised learning.

Children are happy and settled in the childminder's care. They are considerate of others, for example, asking if they would like to join in with the playdough activity. The childminder takes time to listen to children as they express their thoughts and ideas, for example, when they notice the blossom on the trees and enjoy picking flowers on the way back from the school run. Children are supported appropriately as they learn early writing skills. For example, older children use templates to begin to learn how to form numbers and letters whilst younger children have access to wipe clean 'Aqua -draw' mats. Numeracy is filtered through everyday play activities such as counting pieces of playdough. Young children confidently use size language in their play and are interested in how items such as the playdough press, work. Younger children have plenty of space to develop their physical skills; they crawl confidently around the childminder's house, playing peek-a-boo around doors. Children enjoy a range of physical activities in the good-sized garden, for example, trampolining, climbing and riding sit and ride toys.

Children are encouraged to keep themselves safe, for example, when walking older children to and from school, they use a 'walkadile' where they hold onto a fun rope with rings to ensure that they all stay together. They learn about road safety and use 'stop, listen and look' before crossing roads altogether. Safety rules such as those for the use of the trampoline, are clearly displayed to ensure that all children are aware of the expected behaviour when using this equipment; learning how to use this in a way that promotes everyone's safety. They enjoy a range of healthy snacks provided by the childminder and children enjoy helping to prepare these. All other food is provided by parents and stored appropriately. Children learn about healthy eating by becoming involved in growing different fruit and vegetables in the garden such as leeks, butternut squash and tomatoes. Areas of the home used for childminding are clean and hygienic and children are learning about the importance of good hygiene routines. For example, they are encouraged to wipe their own noses and to wash their hands before they eat. They dry their hands on individual flannels which are washed after each use; this reduces the risk of cross-contamination. The childminder demonstrates a good understanding of behaviour management and adopts a 'care, share and play fair' policy with the children. She is able to avert negative behaviour by finding fun ways to encourage compliant behaviour.

## 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.	2

### 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?	3
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>	3
<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?	3
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

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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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