

## Inspection report for early years provision

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<b>Unique reference number</b>	EY280460
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Patricia Dawes
<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 2004. She lives with her husband in a house in Lichfield, Staffordshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessed via a number of steep steps. The family's pets are goldfish.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 10 children on a full/part-time basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is able to take and collect children from school. There are local parks and shops within walking distance. The childminder attends the local National Childminding Association (NCMA) group on a regular basis.

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

Overall the quality of the provision is good. The childminder provides a safe, secure and inclusive environment where children are happy and settled. Her knowledge and understanding of the children in her care is good and ensures that their individual needs are met and their welfare and learning is promoted. The childminder plans a balanced range of activities that help children make good progress; however, the system for working in partnership with parents and other professionals is still developing, as is the system for self-evaluation to identify strengths and areas for development.

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

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

- establish systems to monitor and evaluate working in partnership with parents and other professionals to promote improvement
- develop further the system of self-evaluation in order to identify strengths in the provision and future areas for development.

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

All the required records in place to support children's needs are in place and the childminder has devised comprehensive policies and procedures which she uses efficiently. She has a comprehensive knowledge of her safeguarding policy and understands the procedures to follow if she is concerned about the welfare of a child. Children are kept safe within the home and outdoors. The childminder carries out daily visual checks and maintains a detailed risk assessment record which clearly demonstrates how hazards are identified and risks minimised.

The environment is organised to offer children choice and shelving is used in the designated playroom to display toys and resources. Favourite toys are set out

when children arrive and throughout the day they are able to make independent selections from a wide range of high quality resources. The childminder actively supports children in their learning because she has a sound knowledge of how children develop.

Good quality information is shared with parents, regarding the childminder's service and children's care. Written care sheets for children under two years and daily discussions at either end of the day ensure that all relevant information is passed on. Parents are offered a suitable level of information about the provision including relevant policies and procedures. Suitable records are maintained for each child in relation to effectively supporting their individual care needs. This ensures that all parties are aware of the expectations and this provides consistency for children. However, systems to promote children's learning and development at home and working in partnership with other professionals are not yet in place.

Previous recommendations to ensure children's well-being and safety have been addressed. There is no formal system in place to evaluate and monitor the service being provided, however, the childminder is able to identify her strengths and weaknesses. This demonstrates a capacity to maintain continuous improvement.

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

The childminder's home is appropriately organised. The premises are clean, well-maintained and arranged to enable children to make choices about their play and to develop their independence. The childminder's warm, calm manner is an important factor in her ability to manage behaviour positively. Children are given encouragement to develop the habits and behaviours appropriate to good learners such as sharing equipment, taking turns and listening to others. The childminder spends quality time with the children, supervising their play to ensure their safety and encourage their learning further. Her interaction is effective as she asks questions and engages children in conversation to support and promote their language and communication skills.

All areas of learning are covered through a broad range of activities and experiences. There are adequate systems in place to record and monitor children's learning and development. Written observations mark children's progress and their next steps for development are identified. A good balance of child-initiated and adult-led activities are used by the childminder. She recognises the need to step out and allow children to investigate and explore on their own or in co-operation with their peers, such as during role play, music and movement or dressing up. This supports their development and overall learning.

Children have access to writing and drawing activities and books to promote communication, language and literature. They enjoy phonetic learning sessions daily in readiness for nursery and school. They have opportunities to solve problems whilst completing age-appropriate activities such as computer games, puzzles or art and craft. They are able to discuss and access resources which positively promote diversity and disability. The childminder also ensures children experience a good range of outdoor experiences by playing in the garden, going

for walks to visit the local shops or park nearby. This develops children's knowledge and understanding of the wider world.

Children have ample opportunities to problem solve and gain an understanding of numeracy as the childminder offers puzzles to complete, ensuring children are challenged. They learn about measurements as they plant cress seeds to watch them grow. Independence and self motivation is also extremely well promoted through play and daily routines, such as children having a step in the toileting area to wash their hands and being involved in tidying away toys. As a result, children are encouraged to be independent learners, critical thinkers and to develop responsibility.

Efficient daily routine meets children's needs and promotes their welfare such as social mealtimes where children are encouraged to eat healthy snacks and meals at the child-sized table. Drinks are offered at regular intervals and children have good opportunities to access to fresh air and exercise as they play outdoors in the summer or enjoy more boisterous play at children's fun venues. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection, for example by the use of individual paper towels. During routine outings, such as walking to and from school the childminder often talks to children about road safety. This means they are developing an understanding of how to keep themselves safe. Children's safety is further promoted as the childminder discusses fire evacuation and children practice the procedure.

## 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.	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?	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>	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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