

## Inspection report for early years provision

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<b>Unique reference number</b>	226534
<b>Inspection date</b>	14/05/2009
<b>Inspector</b>	Linda Gail Moore
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2000. She lives with her two children aged 12 and 14 years in a house in Leicestershire. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The premises can be accessed via one step to the front entrance. The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. There are presently 13 children on roll. The setting operates each weekday from 07.00 to 19.00 all year round. The family have three cats and tropical fish.

The childminder takes and collects children from local schools and playgroups. They also visit the local park and library. She is a member of the National Childminding Association and an approved member of the childminding network. She works closely with Sure Start in the local community. The childminder has a National Vocational Qualification Level 3 childcare qualification and is working towards a foundation degree in childhood and youth studies.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a secure understanding of her role within the delivery of the Early Years Foundation Stage (EYFS). She ensures children's welfare and learning are well-supported within an inclusive environment. The childminder builds positive partnerships with parents and other settings providing the EYFS to ensure continued support for all children. She has made a positive start in developing systems to monitor and evaluate the quality of the provision.

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

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

- develop further observation and assessment systems to inform planning and effectively identify children's progress and include parents in this process.

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

- review the current risk assessment of premises ensuring that all potential hazards are identified and minimised in relation to first floor bedrooms (Suitable premises, environment and equipment).

28/05/2009

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

The childminder organises her home and resources well to create a welcoming and stimulating environment. A good range of toys are available and freely accessible so children can help themselves. A wide range of activities are provided to ensure children are stimulated and appropriately challenged. This means each child has a rewarding experience. The childminder has established good working partnerships with parents. When children start she obtains useful information from them about their child in order to provide appropriate care and education for their needs. She is presently developing a system to observe children as they play in order to identify what they know and can do and plan for their next steps in learning. However, observations do not yet sufficiently cover all aspects of development, show how the information gathered is used to inform planning or obtain the views of parents. The childminder works closely with another setting that a child attends, occasionally working there on a voluntary basis. This provides opportunities for information sharing to ensure cohesion and consistency in the child's learning.

The childminder has a good knowledge of the welfare requirements. She maintains an effective system for keeping records and all documentation is clearly written and well-presented. These include a comprehensive range of policies and procedures that are implemented and shared with parents. She has a strong understanding and knowledge of how to safeguard children and understands her role in reporting any concerns. Risk assessments are completed for outings and all areas of the setting that children presently gain access to. These contribute towards their safety. The childminder has requested children have access to further areas of the premises, two first floor bedrooms. This means the present risk assessment needs to be reviewed to cover these rooms and ensure they are safe for children to use. The childminder is dedicated to her professional development, she attends regular training sessions and workshops and is committed to completing a foundation degree in childhood and youth studies. The knowledge she gains is used to improve her practice and this results in positive outcomes for children. A system to monitor and evaluate the provision is in place to give the childminder a clear focus for future development.

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

The childminder organises her day around the needs and interests of each child. Her routine is well-organised to provide a balance of adult-led activities and good opportunities for children to create their own play. Their motivation and capacity to learn is increased as they make choices and initiate their own ideas. Children are encouraged to help with small tasks such as helping to tidy away or make snacks to eat, this helps support and promote their independence. A high priority is given to developing their awareness of how to keep themselves safe and healthy. On outings, they learn about personal safety as the childminder discusses any potential risks such as traffic. They learn through general discussion to avoid taking risks that might result in an accident or hurt someone, such as standing on swings and jumping off. Good opportunities are provided for children to develop their physical skills as they run around, climb the large outdoor equipment and

jump on the trampoline. The childminder has developed a healthy eating policy in partnership with parents, she offers children healthy meals and snacks that include five portions of fruit and vegetables a day. Children learn about the importance of good personal hygiene, such as washing their hands before eating and when using tissues to correctly dispose of them in a bin.

Children look at books and listen to stories, they enjoy sitting closely on the childminder's lap to look at the pages together. She softly encourages them to describe what they see in the pictures to provoke their curiosity and interest. Children are beginning to name and sound letters in the alphabet. They practice forming letters on paper with pencils, or with their fingers in the sand pit and when using paints. Children are beginning to develop skills in numeracy during the routine and as they play. For instance, they count the grapes during snack time, or when visiting the shop they count how many buses they see on their way. They enjoy imaginative play and craft activities where they design and create their own art with paints, glues and glitter or experiment with different sounds and rhythms as they use the musical instruments. They develop a love of the natural world as they visit a local farm and bird land. They grow vegetables in the garden and use the compost bins and recycle their rubbish, they learn how this helps to protect the environment and why this is important.

## 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make the premises safe and suitable for the purposes of childcare, in relation to the first floor bedrooms. 28/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make the premises safe and suitable for the purposes of childcare, in relation to the first floor bedrooms. 28/05/2009