

## Inspection report for early years provision

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<b>Unique reference number</b>	505502
<b>Inspection date</b>	24/06/2009
<b>Inspector</b>	Sally Ann Smith
<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 has been registered since 1996. She lives with her husband, an adult child and children aged 11 and 16 years. They live in Oakwood, Derby. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play, along with a summerhouse for children's use. All areas used for childminding are easily accessible.

The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder currently has five children on roll, all of whom, attend on a part-time basis. The family has a chinchilla and two rabbits.

The childminder is a member of the approved Derby City childminder network. She takes and collects children from local schools and visits local shops, libraries and parks.

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

Overall the quality of provision is good. The childminder implements effective procedures to ensure that children's welfare and learning is supported well. Good partnerships with parents are established so that children's individual needs are met. Policies and procedures are in place to ensure children are safe and well cared for. These are shared with parents, regularly reviewed and updated. The childminder has clear aspirations for her provision so that children have fun and are engaged in purposeful and meaningful activities to promote their learning and development.

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

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

- develop further the systems for sharing information and offering support to learning in the home
- develop further opportunities for children to gain an awareness of the cultures and beliefs of others.

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

The childminder implements a range of policies and procedures to meet the Early Years Foundation Stage (EYFS) requirements, which are shared with parents. These ensure that the safety and well-being of children is effectively promoted. The childminder aims to establish positive relationships with parents so that the needs of all children are met. Parents receive good quality information about all aspects of their child's care and development through profiles, daily diaries and regular discussions. However, information is not consistently shared with parents

as to how to support children's learning at home.

The childminder has fully embraced the EYFS requirements and organises her time well so that she spends time playing and interacting with the children. This ensures that children are happily engaged in a range of planned and self-initiated activities which they enjoy. As a result children make good progress in all areas of their learning and development. Routines are planned so that individual children's needs are met. Effective systems are in place for planning, observing and assessing children's learning and these are continually evolving.

The childminder is developing strategies to evaluate her practice. She is aware of areas for improvement in order to provide a stimulating and fulfilling environment for children's learning. The childminder is keen to attend any relevant training to improve her practice and acts on any advice from early years professionals.

Effective and comprehensive risk assessments are in place to ensure children are safe and well cared for. These cover aspects inside and outside the home so that any potential hazards to children can be minimised. Thorough risk assessments are also in place on any outings undertaken. The childminder demonstrates a sound understanding of safeguarding procedures. She is aware of the different types of abuse and her responsibility to report any concerns to the relevant agencies.

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

The childminder engages well with children, responding to their interests and listens intently to what they have to say. Effective systems are in place to regularly carry out both planned and spontaneous observations of children's learning. These are linked to the early learning goals enabling the childminder to ascertain children's progress. She is able to identify next steps for children's learning and determine whether children need more time or support in a specific area. Children are encouraged to become independent learners, developing their self-esteem and confidence. They are consulted and make decisions about their play. For example, they decide that they want to play in the paddling pool and help the childminder to fill it up with water.

Children learn about healthy eating and discuss why this is important. They have started to grow their own fruit and vegetables which they water as and when needed. They are very enthusiastic about this, so much so, that as soon as the seeds are planted, they sit alongside for up to 15 minutes to see if they will grow. They are told it will take some time for the shoots to appear, but it prompts a discussion about new growth. Once ready, children pick and wash lettuce to put in sandwiches they have made. Children regularly have fresh air as they walk to the shops, visit the local park or play in the garden. They also have access to a summerhouse where they can freely access a good range of play resources. They use various play equipment both large and small, showing appropriate control and coordination in large and small movements. When playing on wheeled toys and engaging in physical activity, they learn to move forwards, backwards and sideways. Space is provided both indoors and outdoors for children to move around freely, crawling through tunnels, over and under objects and all children

join in.

Younger children play with lots of textural, shiny and jingly resources, which they follow with their eyes, listen to the various noises they make and explore using touch. To encourage mobility, the childminder places objects on the floor just out of babies reach so that they attempt to move forward and eventually begin to crawl. Children enjoy listening to music and make their own shakers, filling empty plastic bottles with pasta. They attempt to mimic the childminder as she claps out various rhythms. Art and craft activities are popular with all age ranges and children paint, glue and stick. Often they collect natural resources on their walks and return to make a collage. Younger children learn colour recognition with the different paints and then experiment by mixing colours together. Whilst there are a range of books to encourage children to learn about the wider world, other resources and planned activities which positively promote cultural diversity and disability are limited.

## 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?	1
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