

## Inspection report for early years provision

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<b>Unique reference number</b>	107368
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Denys Rasmussen

<b>Type of setting</b>	Childminder
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## 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 1994. She is registered to provide care for a maximum of four children. There are currently three children in the early years age range on roll. She lives with her three adult children on the first floor of a converted house. The family have two pet cats.

The lounge and toilet are used for childminding purposes. There is a garden available for outdoor play. The childminder is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder occasionally works with an assistant. The flat is accessed by a flight of stairs.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides an inclusive environment where all children's contributions are valued and there is a caring and welcoming atmosphere. Children are offered a stimulating environment where their learning is well promoted. Most aspects of children's welfare are promoted. The childminder is beginning to reflect on her practice and is developing self-evaluation systems. She has made some improvements from the last inspection but some as yet are not in place.

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

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

- develop self-evaluation systems to assess how well the provision meets the Early Years Foundation Stage requirements.
- continue to improve anti-discriminatory practice by including positive imagery of disability.

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

- carry out a full risk assessment for each specific outing, the garden and for children using the trampoline (Safeguarding and promoting children's welfare). 26/05/2009
- ensure the garden is safe before children have access to it. 26/05/2009

## The leadership and management of the early years provision

The childminder is developing self-evaluation systems to enable her to be more aware of her strengths and weaknesses. She has considerably updated her knowledge base by attending all relevant training. For example, she has completed a Level 3 in childminding practice, behaviour management, putting the 'U' in

unique, observations and record keeping, and creative development. She has improved her practice since the last inspection by gaining appropriate consents from parents and completing a first aid qualification. However, risk assessments are not sufficiently successful in identifying hazards in the garden and during outings. Nevertheless, the childminder is committed to protecting children from possible hazards, harm or abuse and has clear procedures in place for safeguarding.

The childminder has good links with the children's school and often exchanges information so is able to support parents well. Parents are encouraged to contribute to their child's progress profile and the childminder uses letters and photographs as well as discussion to share their achievements and daily activities. The childminder has an organised portfolio of information for parents about the service she provides along with her policies and procedures. The childminder completes an entry profile of each child in consultation with their parents to ensure she is aware of each child's individual starting points and any particular needs.

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

Children's learning and development is well supported by the childminder and it is evident she has established warm, trusting relationships with them. They play well together because of her realistic expectations and child-orientated environment. The childminder's home is warm, welcoming and child-friendly. Resources are stored to enable children to access them freely in order to initiate their own play and learning. There is a good range of toys and equipment in place and some reflect positive images of diversity to help children to develop positive attitudes towards each other, however people with disabilities are not yet fully represented. The childminder uses her observations of the children to provide a stimulating and relevant curriculum. She organises the observations in a well presented format using photographs creatively and keeping a record of children's progress for parents information.

Children are encouraged to adopt a healthy lifestyle. They are offered nutritious home cooked food and are offered daily activities that include fresh air and exercise promoting their physical development. For example, they visit the park and physical play centres where they can use challenging equipment. They visit groups daily, this helps them to socialise, make friends and have access to group trips to places such as the seaside and museums. The childminder encourages the children to learn about their own safety when outside by discussing road safety and explaining why they wear florescent vests.

The organisation of routines is flexible enough to incorporate children's individual needs and stages of development. Knowledge and understanding of the world is supported when children enjoy digging in the garden and noticing the plants that are growing. They planted onions and carrots and were encouraged to take them home to look after. The childminder uses natural resources such as twigs and leaves for the children to make a mural for the wall. Children's language development is well supported through the use of story telling with props, conversations about home and singing. Children enjoy cooking and learn to weigh

the ingredients, count the items and discuss the difference in consistency before and after cooking. Children have access to play props, play dough, paints, art and craft materials and small world equipment which encourages and supports their imagination.

## 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?	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?	2
How well are children safeguarded?	3

### 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>	3
How well are children helped to stay safe?	3
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

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