

## Inspection report for early years provision

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<b>Unique reference number</b>	EY315487
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Ruth Tharme
<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 registered in 2005. She lives with her husband and their three children aged fourteen, five and two years. Their home is a four-bedroomed, detached house in the Hardwicke area of Gloucester. The whole of the premises are available for childminding purposes, including an enclosed garden, available for outdoor play. There are shops and local amenities within walking distance.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 11 children attending, seven of whom are in the early years age group and four of whom are in the older age group. Children attend for a variety of sessions throughout the week. Care is provided on a full or part-time basis throughout the year.

The childminder is working towards a level 3 qualification and holds a current first aid certificate. She is a member of the National Childminding Association.

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

The quality of the provision is good and meets the needs of the children in the Early Years Foundation Stage well. Children make good progress in their learning and development through their involvement in a well planned and stimulating range of activities. Children are secure and develop a sense of belonging because relationships are strong and arrangements for health and safety are well considered and effectively implemented. Self-evaluation clearly identifies strengths and weaknesses in the provision and good use is made of the findings to promote ongoing improvement. Good communication with parents takes place on a regular basis to ensure that information is shared and used to promote children's achievements and well being.

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

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

- continue to develop strategies to encourage parents and other professionals to contribute to the assessment of children's progress
- further develop strategies to encourage children to contribute to the evaluation of the provision

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

The operational plan is highly effective in ensuring that the setting runs smoothly on a day to day basis. Well considered and comprehensive policies are effectively implemented to promote children's well being. Health and safety is given a high priority, for example, a risk assessment programme and cleaning arrangements actively promote children's good health.

Arrangements for safeguarding mean that adults living on the premises have suitability checks completed and that children are carefully supervised. The use of space and resources is well considered for the benefit of children. They have ample room to play and toys and equipment are plentiful, effectively supporting children's learning. An inclusive environment is provided as the childminder takes steps to acknowledge and address children's individual needs. For example, using children's home language to support their development of English.

The childminder has a positive approach to ongoing improvement. Self-evaluation procedures are in place and practice is reviewed regularly to identify areas for future improvement. Recommendations made at the last inspection have been carefully addressed resulting in improved outcomes for children. However there are no formal arrangements to seek the views of parents and children so they do not yet actively contribute to the self-evaluation process. A strong commitment to training means that the childminder continually updates her skills and knowledge. Parents are well informed about the setting as the childminder provides a range of good quality materials, such as the prospectus, policy documents and activity plans. They know about their children's progress as the childminder takes time to discuss this and share her observations and assessments with them regularly.

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

Overall, the quality of the provision is good. Children make good progress in their learning and development because the childminder is very aware of children's individual interests and particular needs. She uses this knowledge and understanding, alongside her observations of their progress, to plan and provide a range of activities and learning experiences that effectively encourage children's ongoing development. For example, providing stimulating treasure baskets for an inquisitive baby to explore. Parents are actively encouraged to share information on children's starting points which means the childminder is well informed about what children can do when they join the setting, but strategies to share information about ongoing achievements with parents and other professionals have yet to be implemented so they are not yet fully involved in the assessment process.

Children enjoy their learning as strong relationships mean that they feel secure and settled in the childminder's care. They learn to keep themselves safe as the childminder takes time to discuss personal safety issues, particularly when going on outings, and the regular fire evacuation practices mean that they know what to do in an emergency situation. They learn to make healthy lifestyle choices as physical exercise, such as walking to school, is actively encouraged and children spend time out of doors every day. Dietary arrangements are well considered to ensure that children enjoy balanced meals that meet their individual needs. Children learn to make appropriate choices and decisions as the childminder uses positive strategies to manage and encourage good 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>	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:	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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