

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY386497           |
| <b>Inspection date</b>         | 28/05/2009         |
| <b>Inspector</b>               | Deborah Jane Starr |
| <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 lives with her husband and two children in Portishead, North Somerset. Children have access to all areas of the house. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of four children within the Early Years Foundation Stage (EYFS) and is also registered by Ofsted to care for children on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children in the early years age group and one child within the age range of the compulsory part of the Childcare Register. All children attend on a part-time basis. The childminder takes children to local groups and local places of interest. The family have a pet cat and a tank of fish.

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

Overall the quality of the provision is satisfactory. The childminder offers a welcoming and secure environment where children are relaxed and their individual needs are identified, promoted and safeguarded. Children make satisfactory progress in their learning and development; play and learning experiences do not consistently promote their next steps in learning. Positive partnerships with parents and other carers sufficiently support and recognise children's individuality. However, the two way flow of information is not yet fully effective to ensure clear assessment and continuity in learning. The childminder demonstrates some commitment to improvement since registration and has recently begun to reflect on her practice. Processes for monitoring and self-evaluation are limited and therefore have not yet brought about significant improvement in the outcomes for children.

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

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

- develop the planning of play and learning experiences so that they reflect children's next steps and offer suitable challenges
- develop the sharing of information with parents and other settings offering the Early Years Foundation Stage so that they are involved with children's continuous learning and development and support continuity in their care and learning
- promote positive attitudes to diversity by extending resources and involve children in activities that encourage them to talk about similarities and differences, so that they value aspects of their own and other peoples' lives
- develop systems of self-evaluation to clearly identify strengths and priorities for development that will improve the quality of the provision for all children.

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

The childminder's organisation of her home and daily routines provide children with a variety of play and learning experiences in a safe and secure environment. Resources reflect children's interests and they initiate their own play; making independent choices from well organised, easily accessible low-level storage containers. Children's welfare and safety are supported by the consideration the childminder gives to policies and procedures that safeguard children; such as, appropriate accident records. Children's safety is promoted through well considered risk assessments that identify and minimise hazards within the home, garden and outside of the premises. The childminder's sound knowledge and understanding of child protection issues and local reporting procedures ensure children are protected from harm. Written policies and procedures shared with parents ensure that they are aware of her responsibilities.

The childminder establishes positive relationships with parents so that the individuality and needs of each child are recognised and sufficient support is in place. Links with other providers that provide care for some of the children attending are not yet established. Discussion, written procedures, a daily diary and clearly displayed information supports regular communication and ensures parents are well informed about her practice and the activities that children engage in and enjoy. The sharing of information about children's development when they first start supports the childminder's initial assessment. However, on-going information, although focusing on children's achievements, does not inform parents of their child's next steps in learning and how they can be actively involved to support this.

The childminder is currently undertaking training that is developing some aspects of her understanding and practice since registration. Monitoring and self-evaluation are in their infancy; consequently, some areas for improvement have not been identified and review of her practice is not sufficiently thorough to bring about a significant impact on the outcomes for children in her care.

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

The childminder enjoys close relationships with the children and they are settled and at ease in her care. Young children are alert and interested by what is going on around them and the childminder interacts sensitively with them to encourage their early attempts at communication and emerging mobility. Toddlers are intrigued by activities in the garden and the living world around them. They eagerly identify ants and spiders but are not supported to extend this activity with the use of props. Children make satisfactory progress as the childminder has sufficient understanding of how to support children's learning through resources and activities that interest them. The childminder has started to make observations about children's development and to link these to most areas of learning. She has begun to assess and identify some aspects of children's progress and their next steps. However, she does not consistently take account of this and therefore this is not reflected in her planning of activities so that all children are included and offered appropriate challenges. For example, toddlers eagerly make choices from a

variety of materials to make musical shakers. They create their own patterns using crayons and felt pens on paper plates. Children fill their shakers with rice and enjoy listening to a range of sounds as they walk and run around the garden. Younger children sit and watch this activity as consideration is not given to their inclusion and how their developmental needs can be supported. Children develop an awareness of their local community and extend their social experiences through regular visits to local toddler and childminder groups. Opportunities for them to develop a positive attitude to diversity, through access to appropriate resources and to talk about similarities and differences, are few.

Children's understanding of a healthy lifestyle and good hygiene is promoted overall. Effective use is made of the garden and local parks to give children frequent play opportunities in the fresh air where they enjoy practising a range of skills, such as, climbing, co-ordination and balance. Children enjoy a balanced diet of healthy snacks and freshly prepared home cooked meals. They independently access drinking water when thirsty from individual beakers. Good nappy changing routines prevent cross contamination; hand washing, however, prior to meals and snacks, is inconsistent. Children are guided effectively to understand the importance of keeping themselves safe when crossing roads, practising evacuation procedures and taking on challenges such as, climbing a rope ladder in the local park. Children respond positively to the childminder's praise and calm, clear approach; consequently they behave well. They develop skills for the future as they play cooperatively together, share resources and help tidy toys away.

## 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?   | 3 |
| 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?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <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?  | 2 |
| How well are children helped to be healthy?   | 3 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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:

- devise a written statement of procedures to be followed in relation to complaints (Procedures for dealing with complaints) 22/06/2009

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:

- take action as specified within the requirements of the compulsory part of the Childcare Register 22/06/2009