

## Inspection report for early years provision

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<b>Unique reference number</b>	142713
<b>Inspection date</b>	12/06/2009
<b>Inspector</b>	Brenda Joan Flewitt
<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 was registered in 2000. She lives with her husband and son aged 11 years, in Yeovil, Somerset. The front entrance is accessed by a flight of steps. Childminding is mainly provided on the ground floor which consists of a lounge-diner, kitchen, toy room and toilet facilities. Sleeping and bathroom facilities are offered on the first floor. There is a sloped rear garden available for outside play, accessed by steps. The family have a cat, a dog and two rats, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time. There are currently 18 children on roll. Of these, nine are in the early years age range. There are three children attending over night, and of these, one is in the early years age range. The childminder also cares for children over the age of eight years. She holds a level 3 National Vocational Qualification certificate in child care and education.

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

Overall, the quality of the early years provision is good. Children are cared for in a safe and secure family home where they participate in a good range of experiences, both inside and out, which helps them learn through play. The childminder knows the children well through effective communication with parents and the support she provides for their activities and development. She offers flexible and inclusive provision where children learn a positive attitude towards all people. Although the childminder has made improvements to her practice, there are no clear systems for self-evaluation to help identify areas for development.

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

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

- review younger children's access to resources, so that they can make spontaneous choices according to their own interests
- develop links with other settings that children attend, to share information to further promote their development
- develop a self-evaluation system to help identify areas for development and ensure continuous improvement.

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

The childminder implements policies and procedures to promote children's welfare and safety. She completes regular risk assessments so that children can move around freely and in safety, both in the home and when on outings. The childminder has a good understanding of safeguarding children, which includes

recognising signs of abuse, recording existing injuries as routine, and knowledge of the procedures to follow with concerns. All this helps to protect children from harm. Children's medication and accidents are well managed, and all required records are in place and completed clearly. The childminder organises her childminding services well to accommodate parents' working patterns, which includes regular overnight care.

The childminder promotes positive relationships with parents. She provides good information about the setting, which includes written policies, a notice board and displays with regards to children's activities. There are daily opportunities for sharing information verbally to meet children's individual needs. For example, she knows about babies' settling patterns and comfort preferences when going to sleep at night. The childminder involves parents by asking for their comments after they have read their child's progress records. The childminder provides an important link between pre-schools and parents for some children. She shares information about their welfare, but has not set up any clear systems to discuss their learning and development.

The childminder has addressed the recommendations made at the last inspection, which has improved aspects of the record keeping, which promotes children's welfare. She has developed assessment records for promoting children's learning following her attendance at an Early Years Foundations Stage introduction session. However, there are no clear systems for evaluating her provision to ensure that areas for development are identified and continuous improvement is maintained.

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

Children are happy, settled and secure in the care of their childminder. They play in a calm and caring environment where they learn through meaningful experiences and everyday activities. The childminder encourages children to practise independence in practical tasks. She risk assesses activities and provides good supervision so that they can use real tools and equipment and develop skills for life. For example, young children are included in helping to prepare their own lunch, using a knife to spread and cut their toast. Children make good relationships with the childminder and each other. They are made to feel they belong as they each contribute to whole group creative activities, and see photos of themselves displayed in the childminder's home. From a young age, children start to develop a positive attitude to people's differences through discussion, and the good example set by the childminder. She seeks information from parents and plans activities which help raise children's awareness of various cultural traditions and language. Children behave well. They know what is expected through familiar routines such as taking shoes off when they come in and washing hands before handling food. They are encouraged to help pack away equipment when they have finished, and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children enjoy a good range of activities which help them learn. They use a suitable range of resources which are generally well organised. However, due to the storage arrangements, younger children cannot always easily access a full

range to enable them to make spontaneous choices for themselves. The childminder has a generally good knowledge of the stages of development towards the early learning goals. She records observations of children's play to plan for their progress, completing a 'Learning Journal' for each child which includes dated and annotated photographs, samples of art work and identified next steps in their learning. Some three-year-olds are developing good counting skills and are able to confidently recognise numerals. Children learn a sense of number, shape and comparison through everyday activities, games and books. Their knowledge and understanding of the world is encouraged through activities such as gardening and cooking activities. For example, during a task to bake cookies, children are involved in looking at the instructions of a recipe, shopping for identified items, weighing and mixing ingredients, using a micro-wave and noticing when changes occur. This helps to promote their interest in using technology, problem solving and early science. Children show curiosity about nature. A three-year-old spots a bird on the bird table in the garden, after watching it eat, they look for a picture to match in a bird book to help identify the type of bird they have seen. The childminder's positive interaction with the children helps develop their vocabulary and language, encourages them to solve problems and develop an understanding about the world around them.

Children's health is well promoted. They learn good procedures for their own personal hygiene which include hand washing, and brushing their teeth after lunch. They start to make healthy choices in what they eat through discussion, growing vegetables and the good example set. The childminder provides nutritious options for snacks and meals and children have constant access to drinks so that do not get thirsty. There are daily opportunities for fresh air and exercise by way of walks to and from school, garden play and visits to the play parks where they practise large muscle skills. Children learn about their own safety when they are out and about by being involved in safe routines for crossing roads, and know what is expected if they must leave the home in an emergency as they are included in regular practises of the escape plan.

## 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.	3

### 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?	3
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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