

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY382139        |
| <b>Inspection date</b>         | 16/07/2009      |
| <b>Inspector</b>               | Patricia Bowler |
| <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 2008. She lives with her husband and two children aged five and three years, in Birstall, Leicestershire. The whole of the childminder's home is used for minding and there is a fully enclosed garden for outside play. The home is accessible to all children with normal domestic access and facilities on the ground floor.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register, to care for a maximum of four children at any one time, two of whom, may be in the early years age group.

The childminder walks to local schools to take and collect children. The family has two pet rabbits and two cats.

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

Overall the quality of the provision is good. Children are cared for in a caring, supportive environment where a good range of planned and child-initiated activities enable them to learn and develop well. All children regardless of their background and ability are provided with every opportunity to acquire skills and reach their full potential. The provision for children's welfare is good, supported by robust relationships between adults and children. Evolving systems ensure there is good capacity for continued improvement.

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

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

- include parents in the assessments to identify what children can already do and to support identified next steps in their learning
- link observations to the areas of learning to identify children's progress
- develop resources to promote anti-discriminatory practice.

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

Comprehensive policies and procedures are vigilantly maintained and shared with parents and carers in a 'Welcome Folder'. The childminder works closely with parents and carers, to identify children's individual needs to promote inclusive practice. Personal daily diaries are completed for each child to ensure parents are fully informed about their child's care and learning.

The childminder is knowledgeable about child protection, having attended a training course and a written statement informs parents of her procedures and responsibility to maintain children's safety and welfare. Household members are appropriately vetted and children are not left alone with anyone who has not been

cleared. All visitors to the home are required to sign the visitor record. Rigorous risk assessment, hygiene routines and effective organisation maintain children's health and welfare as they learn to address their own personal needs, and those of babies and young children are met effectively. Children remain healthy through regular outdoor play and interesting outings. They enjoy healthy food options including snacks consisting of fresh fruit, carrot and cucumber sticks.

Children develop confidence and self-esteem as they select and play with toys and resources, stored to promote choice and self-selection. They learn to play safely through effective discussions, especially as they climb and use large outdoor equipment in the garden.

The childminder uses a balance of planned activities and play opportunities to promote children's learning. Every child selects activities at the beginning of the week placing pictures on a chart to denote their choice. These are then provided throughout the week with agreed decisions to carry over to the next week if not accomplished. Evolving observation and assessment records monitor their progress but do not include parents in the initial assessment to identify what children can already do and identify starting points for their development. Although children's next steps in learning are clearly identified observations and assessments are not linked to the areas of learning.

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

The childminder effectively promotes children's welfare, learning and development through daily access to indoor and outdoor play activities and a balance of adult-led and child-initiated activities to support children's overall enjoyment and progress. Children use a wide range of tools and equipment to develop dexterity, enjoying painting with brushes and sponges. Outdoor activities during recent snow falls are excitedly discussed using photographic evidence. A range of outdoor toys provide opportunities for physical development and children gather excitedly to observe a frog found in the garden. They discuss the texture as one child strokes it saying 'it feels sticky' before it is scooped gently into a fishing net to be returned to a neighbours pond. A range of outings develop awareness of their natural surroundings.

Activities are adapted to meet children's differing ages and developmental stages. They learn about keeping safe because the childminder explains possible hazards to them and effective use is made on outings to increase their knowledge and use of road safety. Babies and children's needs are met with the provision of age appropriate safety equipment and resources. They learn about safe evacuation procedures through practised fire drills which are accurately recorded within effective health and safety documents.

Children remain healthy in line with parental wishes and a healthy food and exercise policy. Meals and snacks include fresh fruit and vegetables and children talk knowledgeably about the positive effects these have on their growth and development.

Children develop independence in their personal care and awareness of good hygiene practice through consistent daily routines. Confidence and self-esteem are enhanced as they make active choices about their play and they develop respect for each others needs as they learn to share and take turns. Although the childminder promotes inclusive practice she is still developing the range of resources to promote positive images and anti-discriminatory practice. A wide range of books are accessible in quiet times and relaxation periods.

Children behave very well because the childminder focuses on positive outcomes to make her expectations clear. Children are praised for their actions to let them know their behaviour has been acknowledged.

## 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**

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| 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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