

## Inspection report for early years provision

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<b>Unique reference number</b>	EY331458
<b>Inspection date</b>	04/06/2009
<b>Inspector</b>	Julie Morrison
<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 2006. She lives with her husband and their three children, aged seven, 11 and 13 years in West Kyo, Stanley. The family have a pet dog. The whole of the ground floor and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children on week days from 07.30 to 18.00 for 51 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate.

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

Overall the quality of the provision is satisfactory. The childminder provides a warm and welcoming environment for all children in her care. She knows the children well and has effective procedures in place to gather information required to meet their individual needs. She is working hard to develop her understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS) and provides a wide range of activities for children which cover all areas of learning. As a result, children are making good progress in their learning. The childminder demonstrates a positive commitment to continuous improvement, this helps to promote outcomes for children.

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

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

- continue to build upon knowledge and understanding of the learning requirements of the Early Years Foundation Stage in order to further develop systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities
- further develop the record of risk assessments to ensure that it covers anything with which a child may come into contact with, including each type of outing.

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

The childminder demonstrates a positive approach to continual improvement and towards developing her practice. She has made good use of the self-evaluation form and has very recently started a National Vocational Qualification at level 3 course to further develop her understanding of child development. She has fully addressed all recommendations raised at the previous inspection. This helps to

promote children's welfare. All documentation required to promote the safety and welfare of children is in place, for example, medication, accidents and records of risk assessments. This is combined with appropriate safety equipment to further ensure that children remain appropriately safeguarded. However, risk assessments do not fully cover all areas which children may come into contact with. The childminder has a clear understanding of child protection issues and procedures to follow should she have any concerns.

The childminder has developed good relationships with parents and this is supported by positive comments made in writing by them. She provides all parents with copies of relevant policies and procedures along with information about herself and her family. She has effective procedures in place to gather information from parents in order to meet children's individual needs, such as diet, medication and routines. Parents are kept up-to-date about their child's care and learning through daily diaries, verbal feedback and photograph text messages so that they do not miss out on significant steps in their child's development. Parents sign to say they have read the children's observation sheet, this ensures that they are aware of their children's progress towards the early learning goals. The childminder fully understands the importance of working with other organisations to meet children's needs and ensure consistency of care and learning.

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

The childminder organises space in her home effectively so that children can freely access from a wide range of age appropriate resources. She uses 'Moving On' files to identify children's starting points and clearly knows them well as she confidently talks about their learning and the next stages in their development. She has developed individual files for the children and is making some use of observations to record their progress and identify next steps. However, these are not fully linked to the areas of learning. Children are encouraged in their free play, for example, the childminder actively joins in with child initiated play in the home corner, asking what they are making and naming the items children select. The children have good opportunities to develop their problem solving skills as they complete jigsaws and build towers with blocks. The childminder supports their learning as she names the colours of the blocks and uses language such as bigger and smaller. Planned activities such as trips to soft play areas and toddler groups, help children to learn to socialise with their peers. The childminder supports children's awareness of the world around them as they visit the local library and attend the local school to take part in celebrations of the Indian culture. Children have good opportunities to explore the natural world as they go for nature walks and plant flowers in the garden.

Children's behaviour is managed appropriately. The childminder uses age appropriate techniques such as distraction and discussion to encourage positive behaviour. Regular praise and encouragement further supports children's positive behaviour and enhances self-esteem. Children's health is appropriately promoted by the childminder as she provides a balanced range of nutritional meals and snacks. The children have regular opportunities for physical development, such as going for walks to see the horses and playing in the garden. Practising regular fire

drills and discussions about road safety help children to begin to learn how to keep themselves safe.

## 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.	2

### 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?	2
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?	3
How well are children helped to enjoy and achieve?	2
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?	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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