

## Inspection report for early years provision

---

<b>Unique reference number</b>	505383
<b>Inspection date</b>	29/06/2009
<b>Inspector</b>	Diane Mary O'Neill
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1985. She lives with her husband and one child who is 18 years old in the town of Ampthill, in Bedfordshire. The first two floors of the house are used for childminding. There is a fully enclosed garden available for outside play. Access to the house is up a short path from the main road. The house is within walking distance of the local parks, shops and schools. The family have no pets.

The childminder is registered to care for a maximum of three children in the early years age range at any one time. She is currently minding three children in this age group. This provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of the National Childminding Association. She supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

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

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures the childminder generally promotes all aspects of children's welfare and learning. There is an accomplished working partnership with parents, carers and others involved which further support any needs of the children. Children make generally good progress in their learning and development, given their ages, ability and starting points. The childminder has good systems in place to reflect and monitor her performance to continually offer a good service to children and their families.

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

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

- ensure a risk assessment identifies all aspects of the environment used by children and is regularly reviewed
- develop observation and assessment procedures to further plan the next steps in children's developmental progress and regularly review this approach.

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

The childminder is very efficient in the management of her planning and written records which reflect and support her practice. She has devised observation and assessment records which clearly show children making good progress in their learning and development towards the Early Learning Goals. However, the

childminder does not fully use the information gained within these records to further extend children's learning and development. Therefore, children's learning and development may potentially be compromised.

The childminder has good procedures in place for the sharing of information with parents. This enables them to be kept fully informed about their children's welfare, learning and development. Parents are given further information in the form of their children's individual photograph albums, observation and assessment records, which they can readily access. This information helps them in further supporting their children's learning at home.

The childminder is fully aware of her responsibility to ensure children's safety and welfare. All adults within the family home have been suitably vetted. The childminder is secure in her knowledge of safeguarding procedures and has relevant assessment forms and guidance to liaise with the appropriate Local Safeguarding Children Board.

The childminder has implemented a system in which she is able to monitor and evaluate her practice and ensures that improvements are made where necessary. She has devised questionnaires for the parents and includes views from the children which help her monitor and evaluate her practice. The childminder has worked hard to address recommendations made at the last inspection and has devised a robust complaints procedure which is fully shared with the parents. The childminder is committed to furthering her own development through attending refresher training courses to assist her in enhancing the quality of her provision.

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

The childminder is very knowledgeable of how children learn and develop. She effectively uses the Early Years Foundation Stage to enhance and challenge their learning. Through the use of observations and the gathering of information from the parents and the children she is able to purposefully plan for all individual children's learning needs. Children show positive attitudes to learning and make extremely good progress towards the Early Learning Goals. This is achieved by the childminder being enthusiastic and offering an exciting and varied learning environment. Children's achievements are celebrated by photographs within their individual scrap books which are shared with their parents.

The childminder is highly skilled at enabling children to explore, ask questions and develop their learning. For example, they keenly look at a bee, through a magnifying glass in the bug box, and the childminder reminds the children of a recent visit to a park with a learning centre, where they saw and learnt about bees. Children are given lots of opportunities to count, use mark making, look at books, do role play and use their imagination. The childminder talks avidly to the children helping their language and communication skills to extend their learning, thinking and questioning. The childminder is skilful at ensuring all children are included and adapting activities to suit ages and abilities. Children learn about sharing and taking turns within their play. This is reinforced with good role modelling from the childminder, discussion and through looking at books which

look at behaviour and being kind to our friends.

Children are given a wealth of opportunities to develop their knowledge and understanding of the world. For example, they grow their own tomatoes and within this the childminder brings in simple maths for measuring and looking at how many tomatoes or flowers are on the plants. Through role play, children have opportunities to explore technology and trips out within the local community, the park, visits to museums, attending toddler groups and using the library further develop their learning opportunities.

The childminder has good daily routines which help support children's health, safety and welfare. Children learn about keeping themselves safe through guidance and support from the childminder. For example, the children know to wash their hands before helping to prepare lunch and they know which individual towel for drying their hands is. Children needing a sleep have their needs catered for by having a quiet space in which to sleep with their own individual bedding. Children receive fresh air and exercise daily either through playing out in the garden or trips to the local parks.

Although the childminder carries out visual risk assessments, there is no procedure in place for the reviewing of these to ensure they continue to be effective, therefore there is the potential for children to be at risk of harm. All relevant documentation for the recording of accidents, giving of first aid and medication are in place. Children's welfare is further enhanced by the childminder holding an up-to-date first aid training certificate.

## 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>	1
<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?	1
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

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:	Met
---------------------------------------------------------------------------------------------------	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--------------------------------------------------------------------------------------------------	-----