

## Inspection report for early years provision

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<b>Unique reference number</b>	133385
<b>Inspection date</b>	07/08/2009
<b>Inspector</b>	Doreen Forsyth
<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 1993. She lives with her husband and two sons; one of whom is an adult and the other a teenager, in Sutton Courtenay, near Abingdon in Oxfordshire. The whole of the childminder's house can be used for childminding; there is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for up to six children at any one time, of these, three may be in the early years age range. Currently, there are six children on roll, aged between one and eight years old, three of these children are in the early years age group.

The childminder is a member of the Trio childminding Network. The family has a pet dog.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time with this welcoming, very experienced and friendly childminder. They make good progress because the childminder plans interesting and age-appropriate activities that support their learning and development. There are good arrangements in place to ensure children's safety and to promote their welfare. The childminder is able to meet the needs of the children because she knows each child well and ensures all children are valued and included. The childminder has some strategies in place to help her to monitor and evaluate the quality of the provision offered and to identify targets for future improvement.

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

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

- demonstrate in the weekly planning how the next steps, as identified in their observation records, for the children's learning will be met
- link closely with parents and other providers that the children use, to promote integration of care and to ensure that any individual learning difficulties are quickly identified
- include in the safeguarding procedures a policy to be followed in the event of allegations being made against a member of the household.

## The leadership and management of the early years provision

The childminder is a well-qualified, experienced and capable early years practitioner. She has attended all the required training which includes current first aid qualifications, and she continues to undertake relevant training in order to enhance her professional knowledge. The childminder provides a well organised learning environment where the children are able to help themselves to age-

appropriate resources that are stored where children can easily choose what they wish to play with. The childminder puts a strong emphasis on keeping children safe; she has risk assessed her home and garden and minimised any potential hazards. She has a secure understanding of child protection issues and knows the correct procedures to follow if she is concerned about a child's welfare; however, the child protection policy lacks some detail. All the other policies and procedures that are necessary for the safe and efficient management of the Early Years Foundation Stage are well kept and shared with parents.

The childminder has started to evaluate her practice, she recognises her strengths and is aware of some areas for further development. The childminder has a positive rapport with the parents. They are kept up to date with children's achievements or any care issues through regular informal discussion, but they do not contribute to the assessments kept on the children's progress. The childminder has made some links with other providers that the children use.

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

Children learn through the varied and appropriate topics that the childminder plans. For example, they have enjoyed exploring 'mini-beasts' and watching caterpillars emerge as butterflies. In the kitchen there are displays about the topics for the children to see and talk about. She ensures that the activities suit all the ages that she cares for; such as at the inspection they all enjoyed water play in the garden. The childminder is skilfully observing and recording the children's progress towards the early learning goals; she uses these observations to identify a next step in their learning for each child. However, the planning does not show how she will meet these individual learning aims. Because the childminder observes the children's progress closely if children have individual developmental needs these would be quickly noted and provided for.

Children enjoy playing in the childminder's safe and enclosed rear garden. There is a wide selection of toys available for the children to use to help develop their physical skills. They enjoy regular walks, visits to play parks and take part in a mini-gym session at the local school. They often go out and about with the childminder to toddler groups, a children's centre and the library. This provides children with opportunities to learn about their local community and to interact with other adults and children. Children's good health and well-being are well promoted. The childminder helps the children to follow good hygiene routines; they understand that they wash their hands when appropriate so they do not get 'germs in their tummies'. They have their own hand towels to use. Children can usually access their own drinks. The childminder promotes healthy eating she provides a healthy snack each day and offers the children milk to drink. Once a week they attend a 'healthy lunch' session at the children's centre when they discuss and try healthy foods and help prepare their lunch.

Children begin to learn about keeping themselves safe through their topics and discussion. They practise regular fire evacuation procedures with the childminder. When they walk to school they think about road safety. The childminder helps the children to learn about diversity and the wider world. They use resources that

show different backgrounds, such as dolls, dressing up clothes and books, they celebrate and mark special events often with related craft work. The childminder encourages the children to behave appropriately, she praises and values their good behaviour. For example, she helps the younger children to learn to share and take turns and to consider the needs of others. The children are beginning to develop behaviour that is appropriate to good learners.

## 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?	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>	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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