

## Inspection report for early years provision

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<b>Unique reference number</b>	142126
<b>Inspection date</b>	17/07/2009
<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 1996. She lives with her adult son in a cottage set in a rural location surrounded by farm and woodland, close to the village of Buckland St Mary, Somerset. She uses the ground floor of the premises for childminding which offers a sitting room, dining room, play room, kitchen and toilet facilities. There is a secured rear garden available for outside play. The family have a dog, two cats, rabbits and bantams, 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, of which three may be in the early years age range. There are currently six children on roll. Of these, five are in the early years age range. The childminder also cares for children over the age of eight years. She holds a Diploma in Pre-School Practice.

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

Overall, the quality of the early years provision is good. Children are well cared for in a safe, generally secure and welcoming family home, where they play and learn through everyday experiences. Children develop a strong sense of belonging to a community. The childminder knows them well as individuals through effective communication with parents and the support she offers for their activities. The childminder has various methods which help her evaluate her practice and keep up-to-date with changes, therefore, she maintains continuous improvement.

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

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

- develop links with other settings that children attend to share information about their learning and development
- clarify the system for obtaining parental permission to administer medication to children
- review the security arrangements to ensure that children are fully protected from uninvited visitors.

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

The childminder implements policies and procedures to promote children's welfare and safety. She carries out risk assessments so that children can move around safely both in the home and when on outings. However, the security of the front door does not always ensure that children are fully protected from uninvited visitors. The childminder has a satisfactory understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to

follow with concerns. She has identified that updating her knowledge through training would be beneficial. All this helps to protect children from harm. Children's accidents and medication are managed well, and all required records are in place and stored confidentially. However, the system for obtaining parents' permission for giving medication is not clear, to fully promote children's health.

The childminder promotes positive relationships with parents. She supplies good information about the setting by way of an information leaflet, written policies and displays. There are daily opportunities for sharing information verbally to meet individual needs. This is supported by 'sharing books', where the childminder, parents and some other settings record food intake, sleep patterns and activities that children have enjoyed. However, the childminder has not made specific links with other key workers about children's learning, to further promote their development.

The childminder has addressed the recommendation set at the last inspection, by removing animal food and water bowls out of children's reach. She has started to complete the Ofsted self-evaluation document, which has helped to identify some areas for development. The childminder keeps up-to-date with changes by attending cluster meetings, researching the internet and through her role at a local pre-school.

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

Children are happy, settled and secure in the care of their childminder. They enjoy the time they spend with her and other children, making good relationships. They are cared for in a friendly and caring environment where they develop confidence in making their needs known. Children learn to understand about other people's actions and reactions through discussion, therefore, older children are patient with younger ones. Children behave well. They know what to expect through familiar routines and clear explanations. Young children learn to share and take turns, and are encouraged to display good manners. Children receive regular praise for effort, achievement and kindness, which helps boost their self-esteem. Children develop a strong sense of identity and belonging to a community. They see their art work and photos of themselves displayed in the childminder's home, and their birthdays are celebrated with a party. Children are involved in caring for the childminder's animals and everyday tasks such as collecting eggs. A three-year-old recalls that 'Henny Penny laid a spotted egg'. They often visit friends and meet people from the village when they out and about. Regular attendance at the local toddler group gives children opportunity to form friendships with children they are likely to go to pre-school and school with.

The childminder has a good working knowledge of the Early Years Foundation Stage learning and development requirements. She completes a clear record of children's progress linked to the system used at the local pre-school. She knows the children well as individuals and promotes their development in all areas of learning through a good range of play and everyday experiences. Each day includes activities outside the home by way of a walk in countryside, going to toddler group, a trip to the park or an outing. For example, children pick

blackberries from the hedgerows, which are then used for cooking such as making jam. Children are involved in cooking activities where they learn about problem solving, numerals, weighing, and early science as the ingredients change through mixing and heating. Planting seeds, growing plants such as sunflowers and comparing their height encourages children's curiosity about changes in nature. The childminder interacts positively with the children, talking with them as they play and encouraging conversation, which helps develop communication skills, vocabulary, and an understanding of the world around them.

Children's healthy lifestyle is promoted well. They learn good procedures for their own personal hygiene, as they wash their hands and use individual flannels and towels, before handling food. They start to make healthy choices in what they eat through discussion and the good example set by the childminder. She offers nutritious snacks and home cooked meals which include fresh fruit and vegetables. Garden play offers a range of equipment for children to practise large muscle skills as they climb, slide and play ball games. Children learn about aspects of their own safety, which include road safety and agreed boundaries when going for walks, as well as understanding what is expected if they must leave the home in an emergency, through regular practises.

## 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?	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?	3
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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