

## Inspection report for early years provision

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<b>Unique reference number</b>	EY330313
<b>Inspection date</b>	23/07/2009
<b>Inspector</b>	Anne Barnsley
<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 has been registered since 2006. She lives with her husband and two children aged nine and four years on the outskirts of Lincoln. The house is within walking distance of all local amenities. The whole of the house is used for childminding, however children mainly use the ground floor, daughter's bedroom and the enclosed rear garden for outdoor play.

The childminder is registered to care for five children under eight years; of these, three may be in the early years age group. There are four children currently on roll in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is a member of the National Childminding Association and the local childminding group. The family has two pet dogs.

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

Overall the provision is good. The childminder has a good understanding of children's individual needs and provides an environment that is fully inclusive. She works well with parents to ensure there is continuity in the care of children. Children have access to a varied range of activities and resources which promote play and learning both indoors and outdoors. She has a good awareness of the areas of learning and uses children's starting points and personal interests to plan activities to help them make progress. Most required records are in place. Self-evaluation is used as a tool to identify areas for improvement.

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

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

- ensure that records of fire drills are recorded and that safety is ensured on outings as part of an ongoing record of risk assessment.

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

The childminder ensures that children are safeguarded appropriately as she has completed two levels of child protection training and has clear procedures in place to protect them. She ensures that children are supervised well and that adults who live on the premises have been vetted. There are efficient safety measures in place throughout the home to keep children safe. Risk assessments have been completed for all areas of the home that children use. Fire evacuation is practised with children to help them learn about emergency evacuation, although these have not been recorded. The childminder keeps children safe when they walk to school and go out and about in the local area as she has age and stage equipment such as pushchairs and reins and she teaches them about road safety. She has undertaken general risk assessments for these trips, for example by walking on the

less busy routes, but has not included these in her record of risk assessments. She works effectively with parents to ensure that she has all the relevant information to care for children and uses this information well to plan around their individual needs. All required policies and procedures are in place and shared with parents when a child first starts at the setting.

Children receive good levels of adult support which helps them to settle and feel secure. They are all fully included in the setting and confidently make their own choices about what they wish to play with. The childminder has completed the Early Years Foundation Stage training which helps her support children's play and learning effectively and extend their knowledge and understanding by setting appropriate challenges for them. She is an active member of her local childminding group and meets regularly with other members to share ideas and practice. She has started to use self-evaluation to identify areas which can improve her service and has completed the recommendation that was raised at the last inspection. This has improved the service she provides as she now has written permission from parents to seek emergency medical treatment should this be necessary.

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

Children's health is promoted extremely well as they have daily opportunities to play outdoors with a good range of equipment which provides challenges for them. They wear sun cream to protect them from the sun. During the afternoon when the sun is at it's peak, the rear garden which children use is in the shade. Children have light, nutritious snacks of fruit to prevent them from becoming hungry and they have plenty to drink whenever they wish. Very young children have a rest or sleep period that follows their individual routine. Evening meals are home cooked and nutritious and the childminder uses meal times as an opportunity to talk to children about healthy options. Children also grow lots of vegetables, which helps them learn about where food comes from. Children's hygiene is promoted effectively because the childminder reduces the risks of cross-infection by encouraging children to wash their hands regularly. She has a current first aid certificate which means she can take appropriate action should a child have a minor accident and she has permission to seek emergency medical treatment if necessary.

Children learn effectively to be responsible for their own safety within the home because the childminder explains possible hazards to them and also ensures they practise fire drills so they know what to do in an emergency. A risk assessment is in place which helps to keep children safe from identified hazards and a range of measures, such as socket covers and locked doors, further enhance children's safety. Children learn to take responsibility for themselves, each other and their resources. They follow simple house rules, help tidy away their toys, behave with kindness and consideration towards each other and respond well to the childminder. Despite the odd squabble or disagreement, children behave very well and play together cooperatively.

Space is well organised both indoors and outdoors and enables children to participate in a varied range of activities and explore their environment freely. This

promotes confidence in children as they can select what they wish to play with. The childminder has a good understanding of promoting the areas of learning and has flexible planning in place to support this. She uses observations to assess children's progress and understands how these are evaluated and built on to show what children have learnt and need to learn next. She has a good understanding of making sure all children are included and adapts activities to suit a range of ages and abilities. Conversations are rich and develop children's thinking and language skills. All areas of learning are covered through general play and through the childminder's understanding of how children develop. Children receive lots of praise for their achievements and for being helpful and kind towards each other, which contributes positively to developing their self-esteem further and builds on skills they need for their future economic wellbeing.

## 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?	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**

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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