

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY221695
<b>Inspection date</b>	25/08/2009
<b>Inspector</b>	Jeanne Lesley Walsh
<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 2001. She lives with her husband and her two daughters aged 13 years and 9 years. They live in the New Mills area of Derbyshire, within walking distance of shops, schools and a park. The whole of the ground floor is used for childminding, with access to the bathroom upstairs. There is an enclosed garden available for outside play. The childminder takes children to local children's activity groups and other places of interest, with parental consent.

She is registered to care for a total of three children at any one time, on the Early Years Register and the compulsory part of the Childcare Register, one of these may be under one year. She is also registered on the voluntary part of the Childcare Register to enable her to care for older children. There are currently two children on roll under five years and one aged seven years. All the children attend on a part time basis. She is a member of the National Childminding Association.

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

Overall the provision is good. This highly motivated childminder demonstrates an instinctive understanding of how children learn and develop. She works closely with parents, to help her provide care for the individual needs of all the children. She recognises and values the uniqueness of every child and uses her good knowledge of the Early Years Foundation Stage (EYFS) framework to help her plan a challenging programme for each of them. As a result, the children are making good progress in their learning and development in a safe environment. The childminder consistently monitors the quality of her provision and demonstrates a capacity to improve.

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

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

- continue to encourage liaison and sharing of information with other providers of EYFS to further promote effective continuity and progression for children
- improve the organisation of the complex planning systems to help ensure children's learning priorities are not missed.

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

The childminder has developed robust procedures to ensure the safety and protection of the children. She demonstrates a secure knowledge and experience of safeguarding children in her care and is clear about procedures to follow, should she have concerns. She is well aware of signs and symptoms of abuse and informs parents of her responsibility, with regard to protecting their children.

Comprehensive risk assessments cover all areas of play, both in the setting and on all outings, ensuring that children are always cared for in a safe environment. Any

identified weaknesses are rectified immediately. The children learn about keeping themselves safe. They remember to use their walking feet and tidy up, so they don't trip over toys and hurt themselves. The childminder helps them to risk assess for themselves, by challenging them and allowing them to try things out and make mistakes sometimes. They read their 'It's fun to go out' book. This raises discussion about road safety and not talking to strangers, which the children adapt to their stories about 'Little Red Riding Hood. When children go out they wear high visibility vests printed with the childminder's logo and phone number, as well as safety bracelets. The childminder takes the first aid kit and emergency photographic identity for all the children. They learn about people who keep us safe when they visit the fire station and photographs show them helping with the water hose and climbing in the fire engine. The children are familiar with the fire evacuation procedures they practise in the setting. Fire doors are labelled for children, which also help to make them aware of similar signs when they go out. They know the simple house rules that keep them safe and increases their awareness of what they should do in an emergency.

The childminder demonstrates a very clear understanding of the EYFS framework and an instinctive ability to help children learn and develop. She has excellent resources to help her support children's learning and play. She knows her setting well, consistently seeking for ways to further develop and progress, both her own knowledge and skills and those of the children. She regularly attends training courses and keeps abreast of current thinking and shows a strong capacity and eagerness to improve. Previous recommendations have been fully met.

The childminder has established excellent relationships with parents and provides them with good information about the setting and their child's progress. They are well informed of what their children do through discussion, daily diaries, photo text, photographs and examples of work. They also receive a copy of a compact disc, that shows their children involved in activities that link to all the learning areas. The childminder knows the children exceptionally well and provides an inclusive environment, recognising and valuing them as individuals. She meets with parents so they can decide together children's next steps for learning, taking into consideration children's learning at home. For example, when one parent explained that the child had learnt to do hundred piece jigsaws during school holidays, the childminder purchased some new puzzles to provide appropriate challenge in the setting. She is keen to share every aspect of a child's care with parents and work closely with them. The parents complete feedback forms, which confirm their approval of the quality of care provided. The childminder tries to establish effective relationships with other providers of the EYFS to promote consistency of care, but has met with limited success.

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

The childminder is enthusiastic and imaginative, as she consistently introduces exciting, fulfilling activities and choice throughout the day. She gives the children time to be creative so they can finish what they are doing and gain complete joy and satisfaction from all their activities. They learn in a busy, homely environment where activities are fun and varied. They increase their competence in language

through handling books and enjoying stories. They develop a love of their favourite stories and help to make their own story sacks. For example, to help a child who was expecting the arrival of a new baby at home, they made one about babies. The children love to listen to the childminder as she reads them a story. They join in with the words they remember, thoroughly enjoying every minute. They listen to sounds, use the alphabet letters to make sounds and copy letters on the blackboard. They use the felt story boards to make up their own stories, words and numbers and practise their mark making with paint, water, chalks and pencils. Activities are thoughtfully planned and well resourced. The children are actively encouraged to lead their own play, so activities are often skilfully redirected to accommodate spontaneous opportunities.

The childminder demonstrates a good knowledge of how children learn and develop. She uses the EYFS framework to help her observe, assess and plan for each child's next steps, in conjunction with parents. Planning is clearly covering each area in sufficient breadth and depth. However, the complex planning system does not provide assurance that all individual needs are consistently being met. The excellent range of resources help the childminder to fully support all aspects of children's learning and ensure that they enjoy their time in the setting.

The children enjoy outings to local places of interest, exploring the natural world and learning how wild life develops and grows. Their learning is extended in the setting as they look at their photographs and remember when they visited the baby lambs. They watched them being fed and then went to feed the ducks in the park. They remember that butterflies grow from caterpillars and that eggs come from chickens. Children develop their imagination during everyday play. In the garden they busily do the ironing, reminding themselves to be careful because irons burn. They hang the clothes on the rack and then decide to water the flowers. They explain that they are growing lavender because it smells nice. They are also growing purple broccoli, strawberries and leeks. They know they have to water them to make them grow, so they check the rain gauge to see how much rain has already fallen on them. They explore the sensory areas, both indoors and in the garden. They laugh at their reflection in the mirrors, feel the different textured play pads and smell the plants and herbs. They begin to make simple calculations in the shop, then they check their height and work out who is tallest and who is smallest. They are amazed when the childminder makes the water turn red as they experiment, pouring and sieving. Activities and resources promote a good awareness of the wider world and help children become aware of difference. The childminder skilfully supports them as they learn to share resources and experiences with each other and become aware of boundaries. Children are encouraged and praised and they behave well in the setting. They develop a strong sense of belonging and enjoy an excellent, warm relationship with this highly motivated childminder.

## 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?	1
How well are children safeguarded?	1

### 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?	1
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
--	-----