

## Inspection report for early years provision

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<b>Unique reference number</b>	224479
<b>Inspection date</b>	08/07/2009
<b>Inspector</b>	Lynne Milligan
<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 2001. She lives with her husband and three children aged 23, 20 and 14 years. They live in a terraced house in Milton, close to Milton Primary School and local shops and play areas. The whole of the ground floor of the property and the upstairs bathroom are used for childminding. Access is via a steep set of steps to the front door, with a set of steps up into the rear enclosed garden onto a lawned and decked area.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local schools and regularly attends a toddler group. She is a member of the National Childminding Association.

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

Overall, the quality of the provision is good. There are some particularly outstanding aspects to the care the childminder offers with regard to supporting children's learning and development through play-based activities. Her partnership with parents and her work with others are also of a very high standard so that the needs of individual children are a top priority. The childminder is making good use of self-evaluation to identify areas for future improvement and she is professional in her attitude towards her work with young children.

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

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

- develop further a clearer understanding of the safeguarding procedure, with specific regard to when to report any concerns

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

The childminder has a positive attitude towards her work and she pursues many training courses to aid her skills and professional development. She recognises that child protection is an important aspect of caring for children and is aware of possible indicators of abuse, keeping the latest reference materials to hand. However, her understanding of when to report concerns is a little unclear. The childminder maintains a wide range of documents to support her work that securely underpins her everyday practice. On a day-to-day basis, the childminder is vigilant at supervising the children's play and she visually identifies and addresses potential hazards. The childminder uses self-evaluation well and she values

feedback from parents using her services. She is very clear about where her strengths and weaknesses are, with firm plans for the future that are attainable and realistic. In addition, she knows when and how she is going to fulfil them, with a positive attitude to constantly improving for the benefit of the children.

Her partnership with parents is excellent with effective sharing of information about the children's stages of development. The childminder also establishes effective links with other providers so that individual needs of children are acknowledged and met to a high standard. For example, she gathers plans and topic sheets to reinforce children's learning in her setting and works loosely with teachers to ensure continuity of care. Parents write delightful comments about the high level of care and education their children receive with many praising her caring attitude. They comment on how professional she is and how their child has progressed in their communication skills, reaffirming their trust in her whilst they are at work. The childminder regularly collects information from parents in order to meet the children's individual requirements with regard to their health and well-being. A wide range of well written and neatly presented policies relating to aspects of care such as behaviour management help to further establish an outstanding working partnership.

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

Children are flourishing with their learning and development whilst in the care of the childminder. She has an excellent understanding of the Early Years Foundation Stage and she is using her knowledge to observe and plan for individual children. She expertly uses their next steps to revisit and reinforce their learning through a varied range of activities thus producing a clear system to track children's progress across the early learning goals. This attention to planning and assessing further supports those children who may have specific needs, ensuring their learning is enjoyable and that they are fully included. Children are active learners in an environment that is designed to help them make choices and decisions for themselves and this provides very good support to their self-esteem. Toddlers are gaining independence, for example, as they get into their chosen coloured aprons and there is an emphasis on establishing excellent hygiene routines after visiting the bathroom. Safety issues are discussed with the children, as the childminder reminds them of the dangers and why they need to stay safe. Children enjoy fresh air and energetic play in the garden where they access challenges to their growing skills. They are confident at using the tunnels or set of steps to a slide under the close supervision of the childminder. Children regularly consume lots of water and healthy drinks and children begin to develop a sense of where food comes from as they plant and grow their own food such as tomatoes and beans, completing charts to see if they need more water or sunlight.

Children are learning to share and take turns under the calm and patient guidance of the childminder and she makes very good use of distraction and discussion to settle any disputes. Children are learning to respect others and develop their social skills with trips out to a toddler group and other local venues. Children develop their understanding of the wider world as they take part in many meaningful activities based around festivals and cultural differences. Children visit the Chinese

supermarket choosing ingredients for their meals or as they sit patiently as they have henna tattoos painted onto their hands. Children explore the world map, plotting their holiday destinations and colouring flags specific to the country they have visited. The childminder further underpins their knowledge as she provides many diverse posters and resources, allowing even younger children to begin to visualise differences in images as they become an everyday sight. The children have access to plenty of good quality resources that are well organised in a light, spacious lounge and adjoining conservatory. The range of accessible resources covers all areas of learning and meets the needs of a wide age range of children. Children show enjoyment in books, puzzles and programmable toys that promote early technology. Younger children are gaining valuable experiences through play with their senses and the childminder readily sets up tempting activities for them with such resources as paint. Children put their wellies on to create patterns as they walk through the paint and onto the paper, exploring print, patterns, and colour. The childminder is nearby to support play, for example, by asking questions relating to how colours change when mixed together, the shape or new vocabulary. Her support helps the children to make excellent individual progress.

## 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?	1
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?	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>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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