

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379080
<b>Inspection date</b>	23/07/2009
<b>Inspector</b>	Susan Tuffnell
<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 2008. She lives with her partner and their two children aged seven and twenty months in a residential area of Luton, Bedfordshire. The ground floor of the childminder's home is used for childminding, together with a bedroom upstairs for sleeping young children and the use of the bathroom. There is a fully enclosed garden for outside play. The premises are accessible by a low step at the front entrance.

The childminder provides care every weekday during term time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for two children on the Early Years Register and currently two children attend. The childminder currently provides care for two children on the compulsory part of the Childcare Register (CCR) and two children attend on the voluntary part of the Childcare Register (VCR). All the children share the same facilities.

The childminder works in partnership with parents, carers and other professional and holds the Introduction to Childcare Practice certificate (ICP). The childminder is a member of the National Childminding Association (NCMA).

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

Overall, the quality of the provision is good. The childminder offers a very safe, secure and welcoming environment that supports children effectively in the Early Years Foundation Stage (EYFS). Children are highly valued at the setting and excellent attention is shown to their individual needs. Equality and inclusion, and the diversity of individuals and communities is valued and respected. Excellent work is carried out by the childminder to forge close links with parents and carers. The childminder has developed relationships with other professionals to ensure that the individual needs of children are continuously met. The childminder uses effective procedures for evaluating her practice and has a clear understanding of the strengths and weaknesses. Priorities for improvement in her self-evaluation show that she continuously strives to provide the very best care and education for the children.

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

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

- provide resources and activities to raise children's awareness of the natural world and the cultures and beliefs of people in the wider world
- ensure that children's identified learning needs are carried forward and implemented into future planning to give a clear picture of progress.

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

The childminder manages the Early Years Foundation Stage (EYFS) provision well. She demonstrates a positive attitude to continuous improvement. Effective steps are taken to evaluate the provision for children's welfare, learning and development. For example, excellent feedback from parents on all aspects of the educational programme. The knowledge, experience and enthusiasm of the childminder ensures that all aspects of the provision are well led. Effective implementation of outstanding policies, records and procedures support the safe and efficient management of the setting and ensure that the needs of all the children are met. Comprehensive safeguarding procedures are consistently implemented to ensure that children are protected.

The childminder provides a truly inclusive service that promotes children's welfare requirements well. She understands and engages in reflective practice, respecting diversity and valuing a child as a unique individual. Consequently, inclusive practice is promoted so that all children have their welfare requirements met extremely well. The close partnership with parents contributes significantly to ensuring that the needs of all the children are met and parents are extremely complimentary about the individual service given to their children. Making links with the school about the children's development and care enables the childminder to support children at the setting.

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

Children generally make good progress in all areas of learning and development, and are offered a stimulating range of opportunities and activities. However, resources and activities to raise children's awareness of the natural world and the cultures and beliefs of other people in the wider world is minimal. The individual and flexible approach to planning ensures that children's uniqueness is valued because activity planning is securely based on their individual interests and current developmental needs. The childminder has a good knowledge of child development and offers the children support and encouragement which enables them to be fully involved and active in their learning. Observations and assessments are carried out by the childminder. However, children's identified learning needs are not carried forward or used to inform future planning to securely track children's progress.

The childminder supports the children well and encourages them to play imaginatively and be creative. Children show interest and enthusiasm in a range of purposeful and developmentally appropriate indoor and outdoor activities which provide good levels of challenge. For example, the well-resourced outdoor area encourages children to practise physical skills as they ride bikes, use equipment to climb and balance and play group games such as football. Children are happy and sociable. They seek out friends and play cooperatively together, taking roles and sharing resources. Children choose to play 'shops' and decide to make more play money, they draw circles and cut them out for coins. Children draw money values on the coins and set up a shop using empty cartons and boxes. They remind each other to form a queue. Children make 'credit cards' and discuss and identify the

bar codes on the packaging. Children are self-motivated and have a good level of independence. For example, they serve themselves at snack time, are confident in toileting, choose resources freely and instigate play. Warm, trusting relationships with the childminder ensure that children are valued as unique individuals, supported well and their needs sensitively met.

The childminder makes sure that her house and resources are interesting, attractive and accessible to every child. Effective organisation of the play area allows children good choice of resources. The bright and stimulating environment is decorated with interesting posters and some attractive displays of children's art and craft work. Children are positively encouraged to be active in their learning, to reason and to work together and are provided with a language rich environment. A good range of quality books are freely available to enjoy and to seek out further information. Children are proud of their scrapbooks which contain excellent examples of art and craft work and mark-making activities.

Children are cared for in a very safe, secure environment because the childminder has an excellent knowledge of this area. She has completed a thorough risk assessment which covers all areas of the home, garden and outings. Young children are beginning to understand about taking care of themselves and others as they practise regular fire drills and help tidy the toys. The childminder has a clear understanding of issues relating to safeguarding children and has ensured that she has relevant information and contact details.

## 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>	1
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>	1
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?	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>	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?	2
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

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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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