

## Inspection report for early years provision

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<b>Unique reference number</b>	EY234491
<b>Inspection date</b>	01/07/2009
<b>Inspector</b>	Lynn Masterman

<b>Type of setting</b>	Childminder
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## 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 registered in 2003. She lives with her partner and two children aged ten and three years old. The family live in a small village in Doncaster. The premises can be easily accessed and the whole of the ground floor is used for childminding. There is a fully enclosed out door play area to the rear of the premises. Care is offered Monday to Friday all year round. The family has guinea pigs and rabbits.

The childminder is registered to care for four children at any one time and is currently minding four children. There are 10 children on roll of which, five are under five years of age. She also offers care to children over five to 12 years olds. The childminder supports a number of children with learning difficulties and disabilities. The provision is registered on the compulsory and voluntary part of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory. Children are cared for in a warm and friendly environment. They make acceptable progress in all areas of their learning. However, planning and the use of observations and assessments are not used collectively to plan for the children's individual learning. A successful working relationship with parents ensures most of the children's individual needs are appropriately met and their individuality is respected. The childminder is beginning to identify her strengths and areas for improvement. However, there are no clear systems in place to identify how the identified areas for improvement will be addressed and implemented.

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

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

- make effective use of the planning and the children's assessment records to identify the next stage in their individual learning journey
- ensure the fire blanket is appropriately sited
- develop a system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement.

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

The childminder ensures all persons living in the household who have regular contact with the children are suitable and vetted. She has sound knowledge and understanding of the signs and symptoms of abuse and the necessary procedures to follow to ensure the safeguarding of children. The childminder maximises space in the home to ensure children are able to move around the premises in a safe and

confident manner. However, the fire blanket is not appropriately sited. She is beginning to recognise potential hazards through the use of visual and written risk assessments. For example, the outdoor play area is covered in bark as a protector for the children should they fall whilst playing on large equipment. All children are encouraged to make informed choices about their play as they access a good range of good quality, which are stored at child-height.

The childminder has an acceptable understanding of how children learn through play and a growing awareness of the Early Years Foundation Stage framework. However, there is insufficient focus on planning and the children's assessment records to provide a personalised range of activities, which are tailored to meet children's individual needs. The effective use of a daily two way communication system for all children ensures parents are kept well informed of their children's care and achievements. The childminder is beginning to make links with other care settings delivering the Early Years Foundation Stage. The information gathered is shared with parents to help children who may need additional support in specific areas of their development, such as language and communication.

The childminder shows a keen commitment to improvement and has made use of relevant training opportunities to develop her practice. She is beginning to make use of parent questionnaires to help identify areas for further improvement. However, is yet to establish a system of how identified areas for improvement will be achieved. Recommendations made at the last inspection have been adequately addressed and implemented.

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

Children are cared for in a warm homely environment and have a strong sense of belonging. They look forward to being together as a family group and enjoy their time spent in the childminder's home with their peers. This helps children to develop meaningful relationships. Children are well behaved and there is a strong emphasis on showing kindness and respect for others. For example, children are encouraged to share toys, play together harmoniously and the use of 'please and thank you' is actively encouraged. Their awareness of the wider world is promoted through an acceptable range of play resources and activities. The children find different countries on the world map. They talk about how some countries maybe very hot or cold, the different types of food they eat and guess how many people they think might live there. Through discussion with the childminder they talk about similarities and differences, such as why some people need to wear glasses to help them to see. Their awareness of the local community is promoted through visits to various play groups and other amenities in the area.

Children's learning and development is adequately supported through a suitable and varied range of activities. The childminder sits with the children at their level and overall uses acceptable questioning techniques to extend their learning. They are beginning to problem solve as they turn the jigsaw pieces around in different directions until they fit securely. They receive lots of praise as they successfully post familiar shapes in the posting box. Children enjoy imaginary play and make cups of tea in the home corner and take the baby for a walk in the pram. They show

curiosity as they try to press the buttons on the toy computer and listen to the different sounds. They are beginning to develop their mark making skills as they use coloured pencils, paint, crayons and different textures to make their own designs. They access books independently and enjoy listening to various nursery rhymes.

The childminder knows the children very well. Parents are required to complete a detailed care plan regarding all aspects of their children's care to ensure children's individual needs are met and their daily routine is followed successfully. Children recognise the importance of keeping themselves safe. They know when crossing roads the red light means they must stop and the green light means it is safe to cross. They are beginning to understand the need to follow simple rules and the possible consequences of their actions. For example, children know if you do not sit on chairs properly you might hurt yourself and have to go to the hospital. A well balanced diet and the opportunity to take part in a good range of physical activities helps to promote their good health. The childminder talks to the children about how eating a healthy diet helps to keep their teeth and bones healthy.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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

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