

Inspection report for early years provision

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| Unique reference number | EY277456 |
| Inspection date | 13/07/2009 |
| Inspector | Jean Evelyn Thomas |
| Type of setting | 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 registered in 2004. The childminder lives with her partner and two children aged 11 and 14 years. She works with two other co-childminders. The whole ground floor of the setting is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children, of whom, no more than three may be in the early years age group at any one time, when she is working alone. When working with another childminder the maximum registered number of children continues to be six however the six children may be in the early years age group. The provision is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. There are currently 11 children within the Early Years Foundation Stage (EYFS) on roll. The childminder takes to and collects children from local schools and nurseries. There is a cat and two guinea pigs at the setting.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder and her co-minders provide a well organised, stimulating and inclusive environment for children, where their unique and individual needs are well known and respected. Children are making good progress in their learning and development, because of the childminder's and her co-childminders understanding of how to support children's learning. Their progress is further enhanced through the childminder working closely in partnership with parents. The childminder and her co-minders have an accurate understanding of their strengths and weaknesses and take effective steps to improve their practice.

What steps need to be taken to improve provision further?

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

- continue to build on good practice and further develop starting points information and planning to support children's progress towards the early learning goals
- carry out a risk assessment on the uneven floor surface at threshold of the kitchen and ensure it does not present a hazard to the children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the attendance record includes children's hours of attendance, names of the children's key persons and that previous attendance records are readily accessible and available for inspection at all times (Documentation).

27/07/2009

The leadership and management of the early years provision

The childminder is experienced and committed to promoting a quality service to the children, parents and carers. The childminder and her co-childminders strive to continually improve the service. Self-evaluation systems, such as the Ofsted format and parent and children questionnaires are used to identify areas for development to improve outcomes for children. The childminder has met the recommendation from the previous inspection by increasing opportunities for children to learn through using The childminder considers that her ongoing personal development has a positive impact on her childcare practice. She has almost completed NVQ level 3 in childcare and has attended training sessions on the Early Years Foundation Stage (EYFS).

The childminder has developed many effective systems to work in partnership with parents. They are kept very well informed about the events of their child's day and their progress for example through verbal communication and the sharing of their child's learning journal. Parents are given opportunity to contribute to the observation, assessment and planning process. Records show that parents are using the information from the childminder to continue learning at home. Information is obtained from parents when new children start about their welfare needs, which are followed to help children feel emotionally secure in their new environment. However, the childminder is not establishing the children's starting points regarding their learning and development to inform the initial planning. The childminder has established links with others who will be providing the EYFS to the children she minds, such as the nursery school, to promote the integration of their care, learning and development.

The childminder creates a welcoming environment for all children, parents and carers. Prominent displays of the children's work contributes to their sense of belonging. The childminder organises the main play areas, both indoor and outside, to encourage children to become independent learners and develop their self-help skills. For the children's enjoyment and achievement, the childminder plans a balance of home based activities and outings. They regularly visit local parks, soft play areas, the museum, the beach and nature areas. All these areas have been risk assessed before the visits are carried out for children's safety. The children are provided with a high level of supervision which further contributes to their safety. However the potential hazard of an uneven floor surface area at the entrance of the kitchen has not been risk assessed.

The childminder has produced written policies and procedures, which are shared with parents. The safeguarding policy clearly demonstrates her awareness of the procedures to follow to protect children from harm. Most of the documents are maintained as required with the exception of the attendance record and the availability for inspection of the previous attendance registers. These are breaches in the requirements of registration. The childminders ensure confidential information cannot be accessed by unauthorised persons as part of her safeguarding policy.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. The childminder knows the children very well. She uses this knowledge and her understanding of the EYFS to support children's learning and development. The childminder has devised systems to carry out systematic observations which are used to assess the children to plan for their individual next steps in learning and development. The childminder plans appropriate individual play and learning experiences based on children's interest and needs. In this enabling environment children make good progress. The long and medium term planning used to monitor the range and balance of activities linking into the six areas of learning are in their early stages of development.

Children benefit from a wide range of play opportunities and planned outing to places of interest. The childminder values spending time within the home setting where children can play and practise their skills in a relaxed, secure environment. The childminder has a good understanding of the principle of following children's interests which results in them developing high levels of concentration as they become absorbed in play. This nurtures a positive attitude towards learning which has a positive impact on children's future economic well-being. A wide range of play materials and books are set out at a low level to encourage children to make their own choices to help them become active learners. The children move freely between the indoor and outdoor play areas. In the garden some children choose to play in the sand using a variety of utensils to help support their understanding of size, space and measure. They decide to transfer the sand to the play kitchen where it becomes imaginary food. The childminder further supports their play idea by introducing water to the activity. The childminder skilfully knows when to allow children the space to play on their own and when to become involved in the activities to further compliment their learning. When playing in the sand the children enjoy the childminders involvement and a spontaneous singing session starts. The childminder is aware that one activity can embrace many areas of learning. The children laugh as the childminder encourages them to think of different words to fit into familiar nursery rhymes. Children are confident communicators. All children have opportunity to become bi-lingual as they learn to sign language. The childminder makes the most of everyday routines and spontaneous learning to develop skills such as mathematical concepts. For example, the older children and the childminder count to ten to indicate the length of time a child can ride on a toy before it is another child's turn. Children respond to their bodily needs and rest when tired or wanting at quiet time away from the busy activities. The childminder sits with the children and reads a story of their choice. Children have one to one time with the childminder which contributes to their close relationships.

The children's behaviour is good. Children learn to play cooperatively together; within an inclusive setting, they show consideration towards their peers. They are polite using their manners, such as please and thank you. The childminder and the co-childminders presents themselves as good role models for children's behaviour. The children develop a positive attitude towards people who are different to

themselves. Resources and planned activities support their understanding about the diversity of society. The childminder is a regular user of a toy library which increases the range of resources for this purpose. The children learn about the importance of healthy eating from the provision of home cooked meals, which include vegetables and fruit each day. Children's welfare is regarded as a high priority. The childminder and the co-childminders maintains a high level of supervision at all times to safeguard the children.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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

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| 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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