

## Inspection report for early years provision

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<b>Unique reference number</b>	222611
<b>Inspection date</b>	22/07/2009
<b>Inspector</b>	Lynn Clements

<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 was registered in 1998. She is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. An exception is made to this condition, allowing the childminder to provide care for four children in the early years age group for the children named on the variation request of 16/07/2009. This exception applies until one of those named children is no longer in the early years age group or is no longer cared for by the childminder. She is currently caring for five children in the early years age group on a part-time basis. The childminder is registered to care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her partner and two children. They live in a residential area of Foxton. The family has a pet dog and rabbit.

Access to the setting is on one level and there is a downstairs toilet available, helping to promote an inclusive environment. The whole of the house, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are met well as the childminder clearly recognises the uniqueness of each child and provides support so that no group or individual is disadvantaged. In addition, she has met all recommendations raised at her last inspection and has good systems of reflective practice in place in order to promote continuous improvement. Children are supported by the childminder to make good progress in their learning and development. Clear procedures are in place to ensure that children's welfare is protected and promoted with regard to child protection and some risk assessments are in place, although the childminder has not yet registered with the local Environmental Health Authority. Open partnerships with parents and carers enables the childminder to provide continuity of care for the children with regard to their personal needs, however, there is a minor weakness with regard to opportunities for them to share in their children's written learning records.

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

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

- develop further opportunities for parents and carers to share in their children's records of assessment in order that future planning is based on the whole child
- develop further awareness of responsibilities with regard to food hygiene including registration with the relevant Local Authority Environmental Health Department
- reappraise risk assessments to ensure they include anything with which a

child may come into contact.

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

The childminder has developed clear written policies and procedures which are shared with parents and implemented in practice in order to provide positive outcomes for the children. She has a clear understanding about the importance of Criminal Record Bureau checks in order to protect children from harm and never leaves them unsupervised with visitors. Safe arrival and collection procedures are in place and the premises are kept secure to prevent children leaving unsupervised and to prevent intruders gaining entry. All required documentation is in place and implemented in practice. However, whilst the childminder provides some meals, she has yet to register with her Local Authority Environmental Health Department. She has completed safeguarding children and paediatric first aid training; this enables her to protect children's welfare and provide appropriate care for them should they become ill or have an accident whilst in her care.

Risk assessments are in place, although they currently do not clearly include all potential hazards to children outside. Space is organised well enabling the children to move freely and make their own selections and choices. The childminder also has clear systems in place to care for children with specific medical needs, English as an additional language or those with learning difficulties and/or disabilities. She shares information with parents about their children's routines on a daily basis, including written records for younger children which include their daily care needs. There is no bias in her practice in relation to gender, race or disability. Since the last inspection the childminder has improved outcomes for children, she has instigated clear registration systems, so that all children can be safely accounted for at all times. She now has an emergency escape plan in place to protect children in the event of something unexpected and the property is now secure. In addition, the childminder regularly reflects on her practice, identifying training to support her work with young children, seeking views of others, such as parents, carers and other childminders through networking groups, all of which enables her to continually improve the service she provides.

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

The childminder has a clear understanding about the Early Years Foundation Stage (EYFS). She observes, assesses and plans for each child's development, monitoring their learning to ensure that they make good progress towards the six early learning goals. Clear records are completed for each child which are subsequently evaluated by the childminder using the EYFS guidance document. However, there is currently a minor weakness with regard to consistently sharing these records with parents or carers, in the wider context, to ensure that all relevant information is taken into account so that future planning is based on a whole child approach.

Children enjoy moving around freely, they investigate excitedly, looking into the strategically placed child-height toy boxes or moving around to see what others are doing. They seek out the childminder to share stories and cuddles. Children

explore using all of their senses, for example touching and feeling different shapes and clicking together bricks, or tasting different foods, trying out cucumber, bread and ham. Older children demonstrate their coordination as they move around safely and carefully avoid crawling babies or other objects, such as furniture. Babies on the other hand, crawl and stand then take tentative steps. As they totter, the childminder praises and encourages them; they respond to this with glee, taking more steps and advancing further around the room. All children dance and sing to music, they can rest or be active according to their individual needs. They enjoy using their imagination, as they dress up or use role play and small-world toys and resources. Children develop their problem-solving skills, as they use shape sorters or complete simple puzzles. They enjoy getting out and about, learning about their local community and using apparatus on a larger scale than is possible indoors.

The childminder supports children's developing understanding about the importance of regular exercise and healthy eating. She organises routines to meet the individual needs of the children in her care and takes time to listen to them and find out about their interests. Children learn about personal hygiene, washing their hands at pertinent times. Clear nappy changing routines are in place which limit the spread of infection or cross-contamination. Children behave well, supported by the childminder who is consistent in her approach, providing them with clear boundaries, taking time to listen to them. She praises and encourages each child which raises their confidence and self-esteem. Children clearly enjoy their time with the childminder and her family, appearing well settled, happy and content.

## 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?	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>	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**

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