

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343488
<b>Inspection date</b>	20/07/2009
<b>Inspector</b>	Rachael Williams

<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 has been minding since 2006. She lives with her husband and three children in the village of Bishops Lydeard, near Taunton, close to local amenities. All areas of the family home are used for childminding. There is a fully enclosed garden for outdoor play. The childminder regularly escorts children to local toddler groups. The childminder has a pet dog that children may have supervised access to.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She may provide care for a maximum of four children under eight years of age. At present, she has three children on roll; one of whom is in the early years age range.

The childminder is a member of the National Childminding Association. She is a qualified primary school teacher.

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

Overall, the quality of the provision is good with some outstanding features. The childminder has established excellent relationships with children to ensure that their individual needs are routinely met through recognising their uniqueness and offering each child's individual attention, hence, children make excellent progress in their learning and development. Positive relationships are established with parents enabling continuity in care and through regular communication parents are informed of their child's progress and achievements. The childminder has an adequate sense of direction and is further developing systems to monitor her childminding service to take effective steps to improve the outcomes for the children.

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

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

- develop further an effective system to evaluate and monitor the provision
- ensure risk assessments are carried out for each type of outing which are regularly reviewed

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

The childminder is very organised and has maintained most of her records, policies and procedures sufficiently to ensure the smooth running of the provision. However, risk assessments have not been established for each type of outing the childminder embarks on, such as regular attendance at toddler groups and visits to places of interest within the environment. Relevant risk assessments have been established for the premises and, alongside a daily checklist, this ensures children

are cared for in a safe and secure environment. Access to the provision is monitored effectively through the use of a visitor's record. Robust collection arrangements have been established to ensure that children are collected by suitable adults, for instance, photographs, identification and a password are required. Children are closely supervised by a vigilant childminder and high ratios are maintained to ensure children's well-being. An accurate registration system has been established to monitor children's attendance. The childminder has sound knowledge of child protection issues including the procedures to follow should an incident occur. She wishes to further develop her understanding of safeguarding through attendance at a relevant course, as identified through evaluation of the service she provides. The childminder is developing a monitoring system to improve the provision, for instance, she intends to use the 'quality improver' document provided by her early years support officer to monitor her provision and her knowledge of the Early Years Foundation Stage guidance more effectively.

Children are cared for by a well qualified and knowledgeable childminder within a comfortable and caring environment. The childminder works closely with parents to ensure continuity in children's care, learning and development. They receive a wealth of information relating to the setting and their children's activities, for instance, through the use of a daily communication pro forma. Positive testimonials are offered by parents, such as the care has 'exceeded expectations' and that children are provided with 'lots of stimulation'. Although the childminder has not cared for a child with learning difficulties and/or disabilities she has fostered excellent relationships with care professionals, such as portage workers, occupational therapists and physiotherapists which would ensure that children's individual needs are met within an inclusive environment. Flexible settling in arrangements, which include home visits, ensure the childminder gives each child individual attention and is fully aware of their interests and routines.

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

The childminder provides children with an enabling and stimulating environment. Children are able to make decisions about their play and are supported exceptionally well in their chosen activities by an enthusiastic childminder. Toys and resources provide excellent challenge for the children and they thoroughly enjoy their time with the childminder. Skills learnt at the various groups the children attend are reinforced within the family environment, for instance, the childminder provides relevant activities to promote sensory play. Acknowledging a child's interests she provides children with opportunities to explore gloop and jelly. Children are becoming skilful communicators as, through her consistent interaction with the children, the childminder stimulates speech, for instance, through repetition and introducing new vocabulary through visual stimuli.

Children benefit from a broad and balanced range of experiences which are planned effectively to incorporate children's interests and learning priorities. Activities are clearly linked to children's stage of development and coverage of the six areas of learning is effectively monitored. Each month the childminder evaluates the activities children have engaged in and identifies the next steps in children's learning to share with parents.

Excellent relationships are established with the children so that they feel confident and settled within the environment. Acknowledging that a baby will be absent from the setting for six weeks the childminder creates memory cards of people who are important to the child so that he can return happily to the provision. Children behave very well and are clear on boundaries and expectations through the childminder's gentle reminders and reinforcement of good behaviour, for instance, distracting a child when he becomes distressed when being placed in a car seat. Children are consistently praised for their achievements, for instance, when playing with a 'cause and effect' ball and track toy a young child is praised when he repeats the childminder's action and drops the ball down the track; he smiles with glee.

The childminder maintains a very clean and healthy environment. She adapts her provision well to accommodate children's developing needs, such as requesting that shoes be removed now that a young child is able to crawl. Hygienic pet arrangements ensure children's health and well-being, for instance, the garden is checked and sterilised before children use it. Children are introduced to hygienic routines, such as washing their hands where children use antibacterial soap and have an individually named towel to dry their hands to prevent the spread of infection. Children have excellent opportunities to be outside in the fresh air, either in the well-equipped rear garden or on frequent walks. Parents provide children with healthy and nutritious meals which are stored and reheated appropriately, according to parents' wishes, to ensure children's health. Robust systems are in place to ensure that medication is administered appropriately and that all accidents are documented and promptly shared with parents.

## 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>	2
How well are children helped to stay safe?	2
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

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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