

## Inspection report for early years provision

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<b>Unique reference number</b>	EY100172
<b>Inspection date</b>	25/09/2009
<b>Inspector</b>	Glynis Margaret Kite
<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.

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## **Description of the childminding**

The childminder has been registered since 2002. She lives with her daughter aged 11 years. They live in Bury, close to schools, shops, the library and other amenities. All of the ground floor, and the bathroom on the first floor are used for childminding purposes. There is a small enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, and of these, three may be in the early years age range. There are five children on roll; three of these are in the early years age range.

The childminder is a member of the National Childminding Association. She takes children to local groups in the area.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder is well organised. She implements an effective system of self-evaluation to enable continuous improvement. Previous recommendations have been addressed and realistic targets are set for future improvement. The childminder has formed positive relationships with parents and takes steps to secure a working relationship with other providers in delivering the Early Years Foundation Stage. The learning environment is safe, secure and stimulating.

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

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

- make sure all entries in medication records are signed by parents and review the safeguarding children policy to ensure all required information is included
- further develop play plans to include planning for individual children.

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

The childminder is committed to providing a good quality service to children and parents. She attends relevant training and accesses up to date information from various childcare publications. Appropriate policies and procedures are in place to ensure children's welfare, learning and development are promoted. The childminder has sound knowledge and understanding of safeguarding issues and procedures, although the current policy lacks sufficient detail. All policies and procedures are reviewed regularly to ensure safety is maintained. Effective self-evaluation helps the childminder to monitor the provision successfully. She sets realistic targets to secure improvement, for example making links with other

providers to enable effective support for individual children. Partnerships with parents are strong and contribute to children's well-being and learning. The views of parents are obtained through regular discussion and questionnaires. Opportunities are offered to parents to be involved in their children's learning, such as supporting the childminder during trips.

Comprehensive risk assessments for the premises and outings are in place and contribute towards keeping children safe and secure. In addition the childminder plans activities involving the children which help them to learn about keeping themselves and others safe. For example, children participate in emergency evacuation drills and learn about road safety while out in the local community.

The childminder actively promotes equality and diversity in all aspects of the provision through example, resources and planned activities. Children with English as an additional language are supported well. The childminder uses gestures to help with communication when necessary and is able to source dual language books to support language and literacy development. The childminder has good knowledge of each child's background and individual needs and routines.

The space is organised well to ensure children of all ages can easily access toys and equipment appropriate to their age and stage of development. As a result children become more independent and confident in making choices. The childminder displays lots of information for the benefit of parents, such as play plans and details of the Early Years Foundation Stage. She also provides them with a welcome pack which includes some of her policies and procedures as well as details of how she operates and what they can expect from her.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled with the childminder. She implements agreed settling-in periods for the children and obtains information about the starting points for each child. This enables her to build on what the children already know and can do. The childminder plans for the routine of the day and various activities which are suitable for children of different ages. However, the play plans do not include activities which support the individual learning needs of children. The childminder exchanges daily diaries with parents for younger children and babies and completes profiles for other children in the early years age range.

The childminder records observations of children and identifies the next steps in their learning. Photographs and children's work also contribute towards evidence of children's achievements. Children enjoy a wide range of activities and experiences which cover the six areas of learning. Children enjoy good quality interactions with the childminder and feel safe and secure. The childminder dedicates her time and attention to the children, supporting their play and praising their efforts and achievements.

The childminder promotes good standards of hygiene through modelling good practice and safe and effective routines. As a result children develop an awareness

of their own personal hygiene. The premises, toys and equipment are clean and well maintained. Children benefit from healthy, balanced meals and snacks. The childminder shows good knowledge of the needs of babies. For example, she makes sure babies take regular drinks to prevent them becoming dehydrated and follows their routines, such as sleep patterns to maintain their well-being. Children enjoy physical play outdoors and have opportunities to use large equipment while visiting parks and other settings. Younger children enjoy exploring the environment at floor level in the childminder's home, where there is sufficient space to crawl around, take steps and investigate the toys. Children's health is further promoted through the policies and procedures the childminder has put in place for the safe management of accidents and medication, although some records do not include parents' signatures.

Children show good levels of confidence and a real sense of belonging to the setting. The childminder has set ground rules which help children to understand the expectations of their behaviour. Children behave well. Activities are planned and prepared which encourage children to work cooperatively with each other. Older children show care and concern for younger children and understand about playing safely near them. A range of resources is available to promote skills for the future for children of varying ages. Children have recently visited an allotment to learn about how things grow and the benefits of healthy foods. They had the opportunity to plant seeds and then made a scrapbook about their experience. Each child was able to take this home to share with their 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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