

## Inspection report for early years provision

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<b>Unique reference number</b>	EY316985
<b>Inspection date</b>	03/12/2009
<b>Inspector</b>	Louise Bonney
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder registered in 2005 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Ascot with her husband and two children. Downstairs areas of the premises are used for childminding, with toilet and sleeping facilities available on this floor. There is a fully enclosed garden for outdoor play.

The childminder has three children on roll, all in the early years age group. The childminder is registered to provide care for three children within the early years age range, and up to six older children under the compulsory part of the Childcare Register. A maximum of six children may attend at any one time. The childminder provides care from Monday to Friday, term time only. The childminder walks to the local schools, toddler groups and children attend mini mass at church for songs and prayers. The childminder is Columbian, and speaks Spanish and English.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development and enjoy the time they spend with the childminder. They participate in a wide range of activities and children develop excellent understanding of how to play safely. The childminder develops good partnerships with parents and seeks to establish close liaison in order to ensure children's individual needs are met well, and to share information about children's progress. Partnerships with other settings such as preschools are less well developed. The childminder evaluates her provision and introduces improvements, such as new systems for planning and the observational assessment of children's learning and development, and shows good levels of commitment to her continual development.

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

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

- ensure the systematic observational assessment of children's progress towards all the early learning goals, including calculation, to identify any gaps in their learning and reflect learning aims in planning
- develop a regular two-way flow of information with other providers, such as preschools, to share the children's development and learning records and any other relevant information
- carry out regular evacuation drills.

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

The childminder attends up-dating training for safeguarding children and inclusion. She has good understanding of how to record and report any concerns she has about children's safety and of how agencies work together. She discusses and shares her written procedures with parents. This safeguards the children well. The childminder thoroughly risk assesses her premises and outings and reduces hazards effectively, and periodically reviews her risk assessment. She establishes procedures for the safe evacuation of the building in case of fire, but does not yet practise these with children to further promote their safety.

The childminder completes a written self-evaluation in which she clearly identifies her strengths and areas for development. Parents give the childminder feedback, such as their wish for their children to speak more Spanish, which the childminder acts upon. She organises meetings and seeks advice from the local authority development worker, following which she reviews and changes her planning systems, which are still under development. The new system helps her better support children's individual learning and development needs through the clearer identification of their next possible steps. The childminder meets with other childminders to share best practice, reads relevant materials, and occasionally attends training, such as for inclusion, safeguarding and the common assessment framework. This shows a good level of commitment to continual development.

The childminder establishes good partnerships with most parents. She seeks information about children's individual needs through the completion of documentation, such as contracts and child record forms. These help her identify children's current level of development, favourite activities and people that are important to them. The childminder liaises very closely with parents, subject to their availability. She discusses children's progress daily during handover, while some parents rely on the shared daily diary for information as they are less available. She invites parents to meetings to share the children's progress records twice a year and discusses their identified next possible steps in learning. This enables parents to continue to support their children's learning at home. The childminder is aware of the need to develop links with other provisions the children attend. At the moment the parents take and collect children from other settings they attend. The childminder does not encourage parents to share her records of children's progress with their new settings. This does not immediately help other providers identify children's starting points and establish a two-way flow of information that supports continuity in children's learning and development.

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

The childminder provides a stimulating environment for the children and they make good progress in their learning and development. She observes the children during their activities and assesses their progress towards the early learning goals in tracker books. These records show gaps in some areas, such as for calculation.

However, children participate in activities that support this area, such as when tidying toys away in different groupings or hiding objects under the rug, but which have not been subject to systematic observation and assessment. The childminder refers to the practice guidance for the Early Years Foundation Stage to help identify their next possible steps in learning, and sometimes records these and shares them with parents. Children talk confidently to the childminder, answering her questions and enjoying her involvement in their activities. The childminder encourages children to count and look at shapes as they model with playdough. She models language and new skills, and toddlers try to roll playdough and repeat 'snails' as they work. The childminder extends the time children concentrate on the playdough by introducing new cutters and they remember favourite rhymes about a gingerbread man. Children show they enjoy books as they look at them with the childminder. The childminder enrolls them in the library Bookstart Book Crawl, for which they receive certificates. Children access a suitable selection of resources from low storage units. The childminder rotates toys every six weeks to maintain their interest, but always keeps firm favourites available such as cars and trains. The childminder takes the children to church for a mini mass, when they say prayers, sing songs and listen to stories. She organises activities that reflect their own beliefs and cultures, as well as introducing them to her own as they learn traditional Spanish nursery rhymes and listen to music. This helps children develop awareness of and value similarities and differences.

Children show they are keen to participate in activities and toddlers call hooray several times as the childminder introduces a new activity. Children adapt their expectations as the childminder gives them explanations about why they cannot paint and use playdough at the same time. The childminder keeps her word and later sets out painting, which reinforces children's trusting relationships with her. Children paint Christmas decorations they made previously, while younger children have time and space to gently spin and watch how their star turns on the end of the string before painting with their hands and brushes. The childminder encourages children to develop number awareness as they play shops, while younger children hide objects under the rug and find them again, or play with toys that make noises when buttons are pushed.

Children behave well and have opportunities to play in large groups when they attend toddler groups and the childminders' drop-in. They have walks in the woods, learn about compost and grow vegetables in the garden, as the childminder encourages them to observe nature and develop awareness of sustainability. Children show very good awareness of how to play safely. The childminder encourages toddlers to stop and think. They remember to connect their safety straps on their chair before cutting at the table and respond as the childminder reminds them to hold their fingers away from the scissors as they cut paper. The childminder encourages them to think about safety during role play. They bandage dolls, talk about how to play safely and accidents they had and why, or how they once tried to put an acorn into their mouth, but now know why not to. This helps children develop excellent understanding of safety. Children show responsibility for keeping their environment tidy, as they put away the playdough without prompting as the childminder gets out the paints, or as they tidy away toys before lunch when asked.

Children develop awareness of how to maintain their own good health. They have daily outings and walk everywhere, as the childminder does not have a car. They attend groups, where there is space for energetic play on wheeled toys, or enjoy the freedom of large open spaces to run in and explore in fields, woods and parks. This provides good opportunities for exercise and fresh air. The childminder asks children what they need to do before eating and toddlers know to go and wash their hands without further prompting, and sing a song as they remember to use the soap. They enjoy helping to prepare meals as they spoon peas and sweetcorn into the saucepan. They have good appetites as they eat wholegrain cereals, bananas and clementines for snacks. Some bring their own meals from home which the childminder thoroughly reheats and cools to prevent contamination. She provides healthy home-cooked meals for others, such as lentil, beef and chorizo casserole. This ensures children develop understanding of and enjoy a healthy life style.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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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	1
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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