

## Inspection report for early years provision

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<b>Unique reference number</b>	EY318585
<b>Inspection date</b>	12/10/2009
<b>Inspector</b>	Elaine Douglas
<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 was registered in 2005. She lives with her husband and two children aged 10 and 13 years. They live in a house in St. Georges, Weston-Super-Mare, close to shops, parks, schools and public transport links. All areas of the property, including a conservatory used as a playroom, are available for childminding. There is a fully enclosed garden for outside play. The family has a dog, a cat, a horse and two rabbits.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 12 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools, and pre school, to take and collect children.

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

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of the children's individual needs, which enables her to successfully promote their welfare and learning. Children are kept safe and secure in the childminder's home and in the local environment. The good partnership with parents and other providers delivering the Early Years Foundation Stage (EYFS) ensures children's needs are met and any additional support provided. This means that children make good progress, considering their ability and starting points, and no child is disadvantaged. The implementation of self-evaluation is beginning to identify priorities for development to ensure ongoing improvements for children.

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

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

- continue to develop the assessment system in order to match the observations to the early learning goals to identify learning priorities in all areas
- continue to develop the system of self-evaluation to identify strengths and priorities for development that will improve outcomes for children

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

The childminder has a good awareness of child protection issues and the procedures to be followed should she have a concern. Very good information is available to provide further guidance. Relevant checks have been made on adults

in the house and all necessary documentation is in place to safeguard children. Children are protected in the event of an accident as the childminder has a current first aid qualification and good systems in place to help her respond in the event of an emergency. Regular risk assessments of her property enable her to install any necessary equipment to keep children safe, while allowing them independence. For example, older children are able to safely take themselves to the toilet as dangerous cleaning substances are kept out of their reach. Children have very good space to play both inside and outside. The good range of suitable resources are very well organised and made available for children to independently select from.

Parents are provided with very good information on the setting, including written policies and procedures, contact details for Ofsted and information on the forthcoming inspection inviting them to speak to the inspector. Good verbal and written information, with parents and other providers of the EYFS, is shared on children's individual needs and development, this enables the childminder to effectively promote their welfare and learning. The childminder meets with other providers when collecting children from the local pre school. The parents are welcomed into the setting and their opinions are sought to enable the childminder to respond to their needs.

The childminder successfully identifies her own development needs and has an action plan to ensure she continually updates her knowledge, for example, in food hygiene, and promoting physical development. She has introduced the use of a questionnaire for parents, to help her identify their satisfaction with the provision. The childminder does identify and act on some priorities for improvement. For example, she has introduced picture menus to enable the children to make healthy choices about what they would like to eat. However, she does not have a system to ensure all areas of the provision are evaluated. The childminder has increased the range of resources which promote children's understanding of people's differences, this was raised as a recommendation at her last inspection.

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

Children are settled, confident and happy in the childminder's home. They are confident to select resources for themselves and make suggestions for activities. The childminder provides good interaction, encouraging conversation and learning. For example, during a story children are encouraged to name objects, suggest what is happening, and notice similarities and differences. Children are given good opportunities to finish activities to their own satisfaction and are confident to ask for further resources. For example, children ask for the laptop computer and use it to engage in programmes for letter and number recognition. The childminder gets to know children well and makes regular observations of their development. The assessment system provides a combination of photographs and impromptu observations but these are not dated or linked to the early learning goals. However, once a term she uses these to identify children's next steps. The parents regularly see these observations and are invited to make their own contributions.

Children are extremely well behaved, house rules are displayed and children respond well to their childminder's caring and sensitive manner. Children celebrate each others' birthday and festivals. They access a good range of resources which provide positive images of people's differences. Children speak clearly, confidently use technology and access a wide range of books for stories and information. Children have good opportunities to be inquisitive, learn new skills and become independent learners.

Children develop a good awareness of keeping themselves safe and developing healthy practices, through their daily routines and activities. For example, they go crabbing in the rock pools and learn about water safety. They regularly practise the emergency evacuation procedures and learn to safely use a hammer and pins to make shape designs. Children help with the care of the childminder's animals and are aware of handling them safely and following good hygiene procedures. Pictures are used to remind children of all abilities to wash their hands before eating, after playing outside, after blowing their nose and after touching the animals. They are provided with individual towels and have their own toothbrush to clean their teeth after meals.

## 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	3
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

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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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