

## Inspection report for early years provision

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<b>Unique reference number</b>	EY313744
<b>Inspection date</b>	14/12/2009
<b>Inspector</b>	Rachel Ruth Britten
<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 12 and 15 years. The family lives in Nantwich. Most areas of the property are used for childminding. There is a secure garden available for outdoor play. The family has one dog, which has a separate kennel and run in the rear garden.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range. She operates all year round. There are currently seven children on roll, aged from 8 months to 15 years. Of these, four are within the Early Years Foundation Stage (EYFS) age range. The care for children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language.

The childminder has completed the required basic childminding training and holds an appropriate level three qualification in Early Years.

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

Overall the quality of the provision is good.

The childminder is warm and works hard to meet the unique needs of each child. She supports each one to make good overall progress in their development by providing a varied and stimulating day. Overall, children are well safeguarded because the childminder teaches children how to be safe as they play and makes proper use of risk assessments and safeguarding procedures. Partnerships with parents and in the wider context are satisfactory overall. The childminder uses training, acts on recommendations from inspections and undertakes formal self-evaluation to help her to maintain the quality of the service.

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

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

- extend partnerships with parents so that there are genuine bonds being forged from the outset and parents take a full part in establishing their child's starting points and subsequent priorities for their next steps
- extend the use of positive behaviour management strategies in conjunction with parents and a full understanding of parents' family norms and customs
- provide to parents effective procedures to be followed in the event of a child going missing and in the event of a parent failing to collect a child at the appointed time.

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

The childminder safeguards children well because she is vigilant and uses procedures which support safety, both in day-to-day and emergency situations. She maintains accurate attendance registers, parental consents and medicine and accident records. The home and garden are kept clean and safe, with robust hygiene procedures used. Risk assessments prompt the childminder to check the safety of the home and are particularly well used for the safe conduct of all outings. Children are taught how to evacuate in an emergency and how to play safely around babies. The childminder has been on recent safeguarding training and is confident about reporting any concerns that a child may be being abused. Complaints and child protection policies are shown to parents, but the missing and lost child procedures are not available in the policy file on the day of inspection. There is no index to the policies or reviewing system to show whether these policies are in place or periodically updated.

The childminder is now qualified in childcare to level 3 and chooses ongoing training which keeps her up-to-date. She has acted upon recommendations made at previous inspections so that her procedures better secure children's health and safety. The childminder has a good grasp of the EYFS and makes lively and detailed written and visual observations of children's progress. These are evaluated and next steps for each child planned. Periodic summaries also show how children are progressing in each of the six areas of learning. The childminder makes good use of well-organised play resources to allow children to explore their interests and make choices about what they do. This promotes good progress, according with each child's individual needs and interests. She has forms for self-evaluation, parental feedback and children's starting points assessments, but has not yet made best use of these to support close links with parents.

The childminder understands the importance of working together with other providers of the EYFS to ensure consistent and complementary care when children attend pre-school or reception class at school. She makes links with key workers in pre-schools and shares her developmental records and plans when children first begin attending pre-school. She ensures that children are well prepared for social and group settings by attending a number of childminder and toddler groups, where children's experience is stimulated and broadened. Parents are pleased with these opportunities. However, open and detailed discussions with parents about behaviour management strategies and individual family cultures and norms are not taking place promptly enough to manage the individual needs of some children to best effect.

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

The childminder supports each child's learning and development successfully, using her training, experience and confidence. She provides a good-quality, varied and safe learning environment indoors and outdoors. Children know where things are

and are able to choose their favourite toys and activities. The childminder lends appropriate challenge and encouragement, so that children make good progress. On the day of inspection, children have good opportunities to choose activity centres, blocks, Christmas decorations, a space hopper and a dolls' house, and know they will be going outside to play and to visit the library later. Pre-school children are adapting to the new presence of a baby sibling and find it difficult at times to share the attention of the adults. However, the childminder provides encouragement, explanation and praise to support children in developing their construction, communication and small motor skills. She provides spare decorations and a small tree for the three-year-old to decorate himself, explaining that he must not remove the decorations from the main tree or give decorations to the baby because she will put them into her mouth. She waits for the children to speak and asks open-ended questions to help them choose things by name and explain what they want to do, and she role-plays conversations on the toy telephone to help consolidate confidence with speech.

The childminder includes each child in all the routines of the morning, using nappy changes, hand washing and snack times as opportunities for children to learn skills for the future, such as how to take care of their own health and safety. For example, a pre-school child who will shortly be potty training learns to wipe his hands after having his nappy changed and is taught that he must only stand on the kitchen chair when the childminder is supporting him to wash his hands at the sink. Similarly, all the children walk to school, and older children are taught to set a good example of how to walk safely and to not kick rubbish or balls when they are near to any traffic. Children enjoy active play and experiences outdoors, which enhances their physical and social skills, and their knowledge and understanding of the world. They learn by activity about recycling household rubbish and composting to fertilise the plants in the garden. The childminder ensures that regular outings and visits to toddler groups and libraries are used to good effect, especially for children who need to keep active and learn on a bigger scale. She teaches them how exercise and good food affect their health, and carefully monitors their intake of sugary drinks and foods, especially when this adversely affects their concentration and behaviour.

The childminder makes relevant and insightful observation notes and takes photos of what children can do. These are recorded and matched to each of the six areas of learning, confirming that every area is being provided for through different activities. Children are delighted to see their special books and the photos of things they have been doing and these are used to help children remember what they have learnt and consolidate their relationships with other children attending the setting. Children's progress is good because they are well nurtured and supported, and their stages of development are known and built upon. The childminder is skilled at developing communication and independence skills, providing children with opportunities to see activities through, from setting up to packing away. For example, they measure out ingredients to make their own play-dough. Activities like these make them confident to solve problems. She talks to children about everything that they are doing and explains what is happening next, so that they feel very secure and at home. She encourages their manners and consideration of others. Close bonds are made between minded children of all ages and the childminder's own children, particularly after school. However, the childminder has

not explored positive behaviour management techniques, or been as proactive as possible in involving parents to help secure better behaviour when children are struggling to share the attention of the childminder or adapt to the boundaries set.

## 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	3

### 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	3
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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