

## Inspection report for early years provision

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<b>Unique reference number</b>	220671
<b>Inspection date</b>	14/12/2009
<b>Inspector</b>	Hayley Lapworth
<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 was registered in 1998. She lives with her partner and son aged 12 years in Rothwell, near Kettering. The whole of the premises with the exception of the main bedroom are used for childminding. There is a garden available for outdoor play. The family has a pet cockatiel and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children. There are currently five children attending, two of whom are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very confident and happy in the childminder's care. She promotes the learning and development requirements very well indeed and children make excellent progress. Inclusion is effectively promoted and resources are well deployed. Children's safety is promoted as some of the risk assessments are effective and most required documentation is in place. Partnerships with parents are strong and links are made with other providers delivering the EYFS. The childminder is committed to reflecting on her practice and has begun to identify some areas for improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child (Safeguarding and promoting children's welfare). 07/01/2010

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

- develop further a culture of reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- ensure risk assessments effectively cover anything with which a child may come into contact, in this instance, the trampoline.

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

Children are safeguarded because the childminder has a good understanding of child protection procedures. She has a competent understanding of the possible

signs of abuse and harm and has a clear knowledge of what to do in the event of a concern about a child in her care. She also is aware of the procedure to be followed in the event of an allegation being made against her or a member of her family. All adults living on the premises have completed appropriate vetting procedures and are suitable to be in contact with the children. A range of written risk assessments are in place and the childminder carries out daily safety checks on her home and any resources used for minding. However, some of the risk assessments are not yet fully effective. She has obtained information about who has parental responsibility for the children but has not obtained information about who has legal contact with the children. As a result, children's safety is compromised.

The childminder has formed strong partnerships with parents and they are kept very well informed about their child's care and progress. They converse on a daily basis and parents are encouraged to contribute towards their children's learning journeys. Parents who shared their thoughts about the provision state they are 'very happy with the care provided'. 'The childminder is approachable, offers flexible care and they are kept well informed about their children's development'. Partnerships with other providers delivering the EYFS are developing well. For example, with parents' permission, the childminder has requested to meet with the local pre-school. As a result, children's achievements and well being are successfully enhanced. Equality and diversity are being effectively promoted. This is best demonstrated by the way the childminder enhances the children's knowledge and understanding of the world throughout the year. For example, advent calendars positively represent culture and religion and make children aware of different languages.

The childminder's home is well organised, resources are appropriately used and meet the needs of the children who attend. She maintains accurate and up-to-date records, which assist her in keeping the children safe. She has a comprehensive pack of written policies and procedures that support her practice. There is generally good capacity for continuous improvement because the childminder has addressed all of the recommendations raised at the last inspection. She has also started to identify her own strengths and weaknesses to bring about improvement for the children in her care. However, this is not yet fully effective.

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

Children are very confident, relaxed and thoroughly relish their time in the childminder's home. The childminder demonstrates a very competent understanding of the learning and development requirements within the EYFS. As a result, children make excellent progress towards the early learning goals. She has a very secure understanding of how young children learn and they participate in many highly stimulating first-hand learning experiences which are both adult-led and child-initiated. She is fully aware of each child's individual learning needs because she makes regular detailed observations of what they have achieved and identifies areas where they may need additional support. She securely links the information gained to inform her planning and creates exciting learning

experiences for each individual child. Children have extensive opportunities to self-select from a variety of good quality resources.

Communication, language and literacy are heavily featured in this setting. The children have superb opportunities to learn new vocabulary. This is because there is a real buzz of conversation between the childminder and the children throughout their care and learning. As a result, they are extremely articulate and converse very confidently with adults. Children have daily access to a very good range of books. The childminder ensures the books are age appropriate, relate to the children's interests and promote positive images of people in our society. Children show great amounts of pleasure when listening to a story and enjoy anticipating what is going to happen next. For example, they eagerly turn over the pages and join in the story telling by talking about who might be behind the lift up flaps. Very young children also join in by repeating after the childminder 'were going on a bear hunt', 'were going on a bear hunt'.

The childminder has a real flair for creativity and she uses this to encourage children to express themselves. They participate in a wonderful range of creative activities which positively portray their representation of the world. For example, they use tin foil and glitter to make stars and paint their feet to make foot prints to use on their Christmas cards. Many of the creative activities are lead by the children's latest interests. For example, they make masks to hide behind as the children show enjoyment and like to play 'hide and seek' and 'peepo'.

Children are learning how to keep themselves safe as they are frequently involved in practising the fire drill and discussions about how to stay safe when crossing the road. They also wear wrist bands when out in the local community. This enhances their safety. Children behave very well in the care of the childminder. She implements her behaviour management policy with the use of positive reinforcement and by ensuring that boundaries for behaviour are clear. Consequently, they are supported in learning right from wrong. Daily routines ensure that children develop good hygiene practices, for example, washing their hands after messy play and before eating.

## 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	1
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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