

## Inspection report for early years provision

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<b>Unique reference number</b>	EY232267
<b>Inspection date</b>	10/12/2009
<b>Inspector</b>	Samantha Jayne Taylor
<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 2002. She lives with her daughter aged 15 and partner in Netherton. The setting is an apartment based on one level and accessed by stairs. Outdoor play is provided through outings and walks. On a regular basis the childminder visits a local indoor physical activity centre with the children.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years range. She is currently caring for three children in this age group, all of whom attend on a part-time basis. The childminder also offers care to children aged from five to eight years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She escorts children to the local school and nursery to collect children. 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.

The childminder provides positive outcomes for children in the Early Years Foundation Stage. A welcoming homely environment is provided where children are confident, secure and have established positive relationships with the childminder and the children in her care. She has made effective improvements since the last inspection. Children's individual needs are known and met whilst awareness of diversity is positively promoted through use of resources and activities. There are largely clear records, systems, policies and procedures in place to promote children's care, welfare and learning.

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

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

- complete an appropriate paediatric first aid course by 28/02/2010(promoting good health)(this applies to both the compulsory and voluntary parts of the Childcare Register). 28/02/2010

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

- review systems for risk assessments; this specifically refers to outings.

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

Safeguarding procedures are in place and the childminder has a clear knowledge and understanding of the known indicators of abuse, and how to implement the procedures to ensure children are protected. Children are cared for in a welcoming and safe environment and there are effective procedures in place to protect them from illness and infection which are shared with parents. Children are helped to stay safe because they are consistently supervised and she spends time talking to children with regards to their own personal safety developing a good understanding of how to stay safe. For example, the childminder regularly practises the fire evacuation procedures with them to ensure they are aware of where to go to stay safe.

The childminder is knowledgeable of the Early Years Foundation Stage welfare, and learning and development requirements. Most welfare requirements are met. She has a secure knowledge in first aid for young children and up-to-date practices but her certificate has recently lapsed; a relevant course is booked. The childminder has detailed written policies and procedures which are shared with parents and underpin her practice. Documentation is well presented, stored and organised effectively for the safe and efficient management of the provision and to meet the needs of the children. Whilst the care environment is safe and secure with effective detailed risk assessments in place for indoors the risk assessment for outings is not a rigorous system, as it does not contain all the necessary detail.

The childminder has developed a system to monitor and evaluate the quality of the welfare and learning and development of children but this is in its infancy. She has addressed the recommendations from the last inspection. She demonstrates a commitment to improving the provision by taking steps to develop her knowledge and understanding of the EYFS requirements. Parents are made welcome and receive verbal feedback each day about their child's care, routine and learning. The childminder also seeks parental views through questionnaires in order to improve on and enhance her practice.

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

Children are confident in the childminder's care and have formed good relationships with each other and the childminder. Children are valued and respected as individuals and their specific needs recognised and met appropriately. They are settled and happy in the childminder's home. Consistent routines and caring support ensures children develop a sense of belonging. The childminder knows the children well and recognises their individuality, favourite activities and interests. The childminder is aware of children's different stages of development and ensures that they are challenged effectively so that they make progress across the six areas of learning. The range of resources and activities follows children's

interests meeting their individual needs effectively. The childminder is knowledgeable in making observations as children take part in activities and she knows individual children's development very well. For instance, she identifies links to the six areas of learning and how the activity supports children's learning. The childminder then decides upon 'next steps', such as challenges for children who are able or assistance for those who may require additional support. The childminder has plans to extend planning and assessment within the setting for the benefit of children's learning and development.

Children's creativity is promoted very well. They enjoy activities such as decorating biscuits as part of a planned theme for a celebration of the Christmas festival. They learn to match and name colours and the childminder extends children's knowledge through discussion at routine times. The childminder talks to and listens to children introducing new vocabulary. Children are enthralled as they enjoy recalling stories of their experiences from home, nursery and to the childminder. Her gentle tone of voice and use of expression and engagement with the children encourages children to be confident and secure in their environment. Role-play resources encourage children to express their ideas as they play imaginatively with children's play utensils and food types. They are also introduced to play food types such as cauliflower and peppers. These activities whilst extending children's vocabulary and knowledge also lead to discussions about fruit and vegetables enjoyed, preferred and which contribute to a healthy life-style.

The childminder supports the children's individual learning well by asking questions that encourage children to think and skilfully developing mathematical and communication skills within everyday situations. For example, counting the plates as they prepare to eat lunch. As children spontaneously count in Spanish the childminder joins in consolidating children's learning, extending their learning. They enjoy and participate in a varied range of aged appropriate activities and especially enjoy time spent outside at local indoor physical play centres where they have access to a wide range of toys and resources that help develop their physical skills. Their creative skills are developed further as they make marks using a variety of different materials such as chalks, paint and crayons and frequently participate in cooking and craft activities. Children learn about the wider world as they access a wide assortment of resources which promote positive images of diversity and as they celebrate different festivals.

Through daily routines children learn about healthy foods and good hygiene practices such as washing their hands after toileting and before eating. They behave extremely well and respond to the childminder's positive methods of behaviour management and the childminder's use of praise and encouragement at all times promotes children's self-esteem.

## 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

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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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (promoting good health). 28/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (promoting children's good health). 28/02/2010