

## Inspection report for early years provision

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<b>Unique reference number</b>	142567
<b>Inspection date</b>	12/11/2009
<b>Inspector</b>	Carol Johnstone
<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 1992. She lives with her husband and her younger child aged 16 years. The family live in Yeovil, Somerset. The home is based on the first and second floor of the house. The first floor is the main area used for childminding purposes and consists of an open plan sitting room, dining room and kitchen with a with a separate toilet and laundry room facility. The second floor is used for sleeping babies and there is an additional bedroom which is available as a quiet area for older children. There is a garden available for outside play, and an outside playroom.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for six children under eight years, of whom three may be in the early years age group. Overnight care is also provided. There are currently nine children on roll who attend on a part time basis. Three of these are in the early years age group. The family have one dog and a cat, to which the children have supervised access. The childminder holds an National Vocational Qualification level 3 in childcare and education. She is member of the Somerset Childminding network and the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed and happy in the childminder's care. She has a very gentle and sensitive way of interacting with them, which helps them feel secure and valued. The childminder pays particular regard to the individual needs of each child and gets to know them well, supporting their play effectively. The childminder is proactive in continuing to develop her knowledge of childcare and in identifying areas for future improvement.

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

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

- maintain a record of risk assessments which identify aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register)
- 12/11/2009

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

- continue to develop the assessment records to more clearly show the tracking of children's progress and share this knowledge with other providers who also care for the children

- carry out regular evacuation drills and record the details

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

The childminder has a sound knowledge of the types and signs of child abuse. She knows the correct procedures to follow if she has a concern about a child. Consequently, she would be able to swiftly obtain support for a child at risk of harm. She has a clear Safeguarding policy which is shown to all parents at the contract stage.

Policies and procedures relating to the care of the children have all been recently updated, which gives clear guidance to parents. All the necessary documentation relating to children's welfare, such as medical information, permission for emergency medical treatment and outings, are in place. The childminder also obtains parental permission for the taking of photographs and observations. Although the childminder has carried out risk assessments, a written record of when these were done, which is a legal requirement, was not available at inspection. The childminder practises the fire drill with the children, although this is currently infrequent and not recorded.

The childminder is keen to develop her childcare knowledge and keep updated with changes. She actively seeks out training courses for areas such as safeguarding where she knows that guidance changes may have occurred. She also has a particular interest in helping children's development of speech and language and has recently attended training in this area. Although the childminder has not completed a formal self-evaluation form, she has identified areas that she would like to develop further and has plans for how this development will occur. Recommendations made at the last inspection have been met.

There are strong relationships with parents. They are offered a daily diary which contains details of the day's activities and events. In addition, there is a full discussion with each parent on collection of the children. Parents are given many photos of the children taken during the activities and they have open access to the observation and assessment folders. The childminder also keeps a file of child related information sheets for parents to look at if they need support with a particular area.

Children are encouraged to learn about the cultures and religions of others. There are regular activities during festivals such as Chinese New Year and Divali where the children make lanterns, paint pictures and eat traditional food. The childminder also encourages children's awareness of difference by keeping a range of resources that reflect diversity and disability. The childminder is a trained special needs coordinator, and as such, has a sound knowledge of how to support children with special educational needs and disabilities.

The childminder has friendly links with the local preschool that some children are attending and there is discussion about the activities and interests of the children. However, sharing of children's assessment information, which would ensure

continuity of the delivery of the Early Years Foundation Stage, has not yet been developed.

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

Children have an extensive range of resources to choose from and these are easily accessible on low-level shelves. Children also frequently use natural resources from their nature walks, such as leaves and twigs which they use for artwork. Activities offered each day include cooking, messy play with play dough, water and bubbles, gardening, role play, puzzles, kite flying, hand and foot painting, papier-mâché model making and board games. There are plenty of opportunities for children to socialise and make new friends through weekly visits to playgroups and drop-in centres. There are also joint visits with other childminders in the area to local attractions and country parks.

Children make good progress in their learning. The childminder pays particular attention to helping children learn about shapes, colours, numbers and letters in readiness for pre-school. Her experience in childcare, helps to identify areas where children may need additional support, such as in holding pencils or recognizing certain numbers. The childminder makes regular observations and assessments of the children in order to help their development. However, the assessment records are not always clear in tracking children's progress and identifying where their next steps have been planned.

Children learn about healthy eating through helping prepare the snacks and lunches. They are given fruit and vegetables each day, with home cooked healthy food which they eat with relish. Children learn how to grow vegetables and recently planted pumpkins for Halloween. There are daily walks in the fresh air and opportunities to play ball games in the garden. Children are encouraged to learn about their personal hygiene and independently access the sink to wash their hands after using the toilet. Each child has a different coloured towel to avoid the risk of cross infection.

The childminder helps children learn about their personal safety, particularly when out walking, when she talks about 'stranger danger' and helps them understand how to cross the road safely. There are also safety days at the local childminder's drop-in, where the children get to meet police officers and fire fighters.

Children are encouraged to be confident and independent and learn how to be responsible individuals, sharing and taking turns. They learn that they should use please and thank you when they ask for something and that other children should be treated with respect and kindness. The childminder is a positive role model in this and she demonstrates a gentle and kind approach in her interaction with them.

## 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

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	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 12/11/2009

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 12/11/2009