

## Inspection report for early years provision

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<b>Unique reference number</b>	EY236343
<b>Inspection date</b>	02/11/2009
<b>Inspector</b>	Jennifer Turner
<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 has been registered since 2002. She lives with her husband in Branston, near Burton-on-Trent town centre. The whole of the ground floor of the childminder's house is used for childminding, including the first floor bathroom. There is a fully enclosed garden available for outside play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children and is currently caring for 10 children, of whom five are within the early years age range. She is a member of the National Childminding Association and holds a CACHE level three qualification in childminding practice.

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

Overall the quality of the provision is good.

Children are welcomed into a warm and child friendly environment where the childminder ensures they are valued as unique individuals and their learning and development needs are addressed well. Effective arrangements exist to ensure children's safety, health and well-being. Children's learning is regularly discussed with parents and the childminder has devised a simple record of children's progress, although this information is not fully used to meet the next steps for their learning. The childminder has made a good effort to implement procedures to look at her practice. Strengths and weaknesses are identified in order to maintain continuous improvement and she has attended a number of courses to develop her knowledge.

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

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

- update information on children regarding who has legal contact with the child; and who has parental responsibility for the child
- develop further observation and assessment of children's development in order to plan effectively for children's next steps.

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

There are good procedures in place to ensure that children are safe. The childminder has robust policies and procedures to ensure she is able to safeguarding the welfare of children in her care. She has attended safeguarding training and shares her policy with parents. Detailed written risk assessments of the environment indoors, outdoors and when children are taken on outings mean she is able to take prompt action to manage and eliminate risks. The childminder regularly cleans and checks her furniture, equipment and toys to ensure they are

suitable and safe. Detailed records, policies and procedures required for the safe and efficient management of the service and to meet the needs of children are in place and regularly reviewed and updated.

The childminder effectively uses her time well and she spends much of her time interacting positively with the children. Indoor and outdoor space promotes play opportunities for children and there is a good range of resources promoting all areas of learning, which are organised well and children are able to access them independently from the designated play room. The childminder takes appropriate steps to ensure resources and the environment are sustainable through regularly rotating toys and resources as well as using her local toy library to supplement her resources.

The childminder is committed to improving the outcomes for all children, through attending training such as baby sign language, forest schools, digital play and visual arts. The childminder has kept abreast of recent changes and uses the Statutory Framework for the Early Years Foundation Stage Practice Guidance well to guide her work with the children. Parents and children are meaningfully involved in the self-evaluation process through the childminder engaging them about the changes, requirements and expectations and also through considering their thoughts and opinions of her service.

Partnership with parents and carers is very well-established and ensures each child's care needs are met well. Parents receive information about the early years provision, activities carried out and about her policies and procedures. However, information regarding who has legal contact and parental responsibility is not always known. They are kept well-informed about the children's achievements and progress through daily discussion and through sharing the children's developmental profiles, which she has recently developed. Photographs of children engaged in activities are used to show how they are developing and the range of experiences she offers them. A good two-way flow of information helps build close relationships with parents and helps them meet parent's wishes and requests. The childminder shows a strong commitment to establishing partnerships and links with other agencies to support and promote children's achievements and well-being.

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

Children are happy and settled in the childminder's care and close and caring relationships have been developed. The home environment is warm and welcoming and a good range of resources is available to support children's learning and play. The childminder has a positive attitude to diversity and this is complemented by the provision of a range of positive images, resources and discussions about the wider society. Children learn about their own customs and those of others, through meaningful experiences such as tasting Chinese food, dressing-up and making cards and lanterns for Diwali. The childminder is attentive to children's individual needs and their choice of activities and resources. Children's individual routines are followed and the childminder has a proactive attitude towards inclusion as she supports children who have special educational needs

and/or disabilities through the inclusion scheme. Information obtained from parents ensures that their welfare needs are met and enables her to generally identify children's initial starting points in their learning. However, systems of observation, assessment and planning have not been fully implemented to show the next steps in children's learning.

Daily opportunities are in place for children to enjoy a wide range of experiences outdoors, where they benefit from regular fresh air and exercise, for example, playing in the garden or using the local parks, where they feed the ducks or play on large climbing equipment. Within their time in her care, the childminder also takes them to various places of interest within the community, including the toy library, indoor play areas where children can play on large soft-play equipment, or to the local farm to look at the wildlife. Children count how many different vehicles they see when they are out and they learn about sizes and measurements when baking cakes. Children learn about people who help us through topics and they enjoy dressing-up in nurses' or doctors' costumes.

Children's creativity is fostered as they draw, paint and make models from junk materials. They painted fishes and other animals that live in the sea for their underwater scene. Their language is developed further through the childminder introducing new words, repeating words and asking questions to make them think. Children show a real fondness for books due to the daily story sessions and the numerous story aids and puppets used to engage the children's interest. The childminder introduced 'Bunny in a lettuce' and his friends, a ladybird, bumble bee and caterpillar, to encourage children to talk. The childminder has high expectations of behaviour and children develop good habits due to the praise and encouragement they receive from her. Children understand about how to stay safe through gentle reminders about codes of behaviour, how to cross the road safely and through taking part in regular fire drills. Children adopt good personal hygiene routines and know that they must wash their hands before meals and after using the toilet. They are beginning to understand the importance of eating healthy options through the snacks and meals provided for 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	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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