

## Inspection report for early years provision

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<b>Unique reference number</b>	EY391769
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Jayne Rooke
<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 2009. She lives with her husband and two children aged 18 months and six years in Rugeley Staffordshire. There are shops and schools within walking distance. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. She takes and collects children from local schools and pre-schools. The family have a cat.

The childminder is registered to care for four children at any one time. There is currently one child on roll who is within the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is suitable access to the ground floor of the property for people with disabilities; bathroom facilities are available on the first floor.

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

Overall the quality of the provision is good.

Children make good progress in their learning. Good arrangements are in place to ensure that children are included, safeguarded and their good health and well-being is supported well. The childminder is committed to ongoing improvement and is beginning to develop useful self-evaluation methods to reflect on her practice. Detailed policies and procedures are clearly written and informative about most of the welfare and learning requirements. Development records and assessment information are clearly linked to the Early Learning Goals in most areas. The childminder works closely with parents to ensure that each child's needs are met. She maintains good links with other settings to support and enhance children's development and welfare.

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

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

- develop further risk assessment information regarding the significance of individual risks
- extend observation and assessment information to identify clear learning priorities.

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

The childminder is fully aware of safeguarding procedures and has good systems in place to ensure that children are protected from harm and neglect. All of the

necessary documentation is in place and is regularly reviewed to ensure it is up to date. There is a clear system in place to record who has legal contact and who has parental responsibility and children's attendance is accurately recorded. Daily routines are well-managed taking into account children's age and stage of development and their emerging interests. The childminder is vigilant about children's safety and supervision. Babies and young children receive consistent and careful support which helps them to explore and investigate in a variety of ways. She has a clear procedure for emergency evacuation of the home and ensures that children can travel safely in a vehicle. Risk assessments are detailed and cover all aspects of the home and outings, although records are limited in their detail with regard to the significance of risks in some areas.

The childminder is keen to drive and secure continued improvement and to extend her knowledge and understanding of the Early Years Foundation Stage (EYFS). She continually reflects on her practice to identify areas for improvement and is beginning to formalise her self-evaluation system. She has a good understanding of equal opportunities issues and ensures that activities, resources and the environment are fully inclusive. As a result, children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings. A wide range of resources are easily accessible so that all children can make choices in their play.

The childminder forms strong and trusting relationships with children and their parents from the onset, arranging home visits to assist with the settling-in procedure. Parents and carers are welcomed into the childminder's home through introductory visits before their children start to attend. There is a regular exchange of information about their child's care and well-being. Parents receive detailed information which helps them to understand the childminder's policies and procedures. Their suggestions and comments are actively sought so that they can work closely together to ensure continuity of care for each child. This ensures that children's individual needs are met and that any additional needs are sensitively managed and supported. The childminder is fully aware of the complaints procedure and keeps appropriate information and records to ensure that parents and carers can pass on any compliments or concerns. She maintains good links with other settings such as the local carer and toddler group so that children's early personal and social development is extended beyond the childminder's home.

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

Children are content and settled in the childminder's care. There is a well-balanced programme of adult-led and child-choice play which builds on what children already know and can do, and which successfully supports their development and learning. For example, babies and young children enjoy individual care and attention which helps them to explore using all their senses. They smile and move excitedly as they press buttons to activate musical toys and find out how things work. They respond happily to adult interaction, the childminder skilfully supports their individual needs giving them time for comfort and re-assurance, whilst encouraging them to become confident to play on their own. Books, musical toys

and educational television programmes encourage children's interest in sounds, words and favourite characters. Songs and rhymes are used well to stimulate children's speech and language. Young children use a range of creative and drawing materials to develop early mark-making and writing skills. Games with construction toys are used to help young children develop their balance and coordination skills as well as helping them to count and use numbers purposefully. Children develop a positive interest in other cultures and beliefs and an awareness of people's differences and similarities through play activities, varied resources and discussion. This helps them to become aware of the wider world and to value and respect themselves and others. Children feel safe and settle well because the childminder acts as a good role model, remaining calm and giving young children time to express their emotions within a supportive environment. She speaks positively and kindly to the children, responding sensitively to their changing needs and routines throughout the day.

Observations and assessments are used well to ensure that the programme of activities is tailored to promote individualised learning taking into account children's specific needs and requirements. 'All about me' and 'Look, listen and note' records show that children's progress towards the early learning goals is supported well. Effective planning systems ensure that all children take part in activities which are stimulating and enjoyable. Development information is utilised well to identify areas for progress across each area of learning and to inform future planning. However, objectives for next steps learning are not always clearly identified. This minimises opportunities to further extend children's knowledge and skills.

Children learn about the benefits of good health and hygiene during bathroom and mealtime routines. Babies and young children are encouraged to follow good personal hygiene routines from an early age as they have their hands wiped before meals and after having their nappy changed. Older children learn about the benefits of keeping themselves clean to promote good dental hygiene and to prevent the spread of infection. Nutritious meals are provided so that children learn about the importance of healthy eating and children are encouraged to drink water in-between meals. Children enjoy regular fresh air and exercise when they play in the garden and on local outings. They learn how to play safely on equipment in the garden and how to keep safe when going to the park or crossing the road. The childminder's home is well organised so that children can move around freely and safely. She is knowledgeable about all safeguarding procedures ensuring children's safety at all times.

## 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	3
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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