

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398538
<b>Inspection date</b>	26/01/2010
<b>Inspector</b>	Carole Elizabeth Price
<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 registered in 2009 and may provide care for four children under eight years at any one time. The childminder lives with her husband and two children, aged one and three years. They live in the Uplands area of Stroud within walking distance of play parks, library, shops, playgroups and toddler groups. Care is provided for children over several floors involving two flights of stairs. The main areas used for childminding are: the ground floor play room and bathroom facilities; upstairs sitting room and open-plan kitchen; dining area and bedrooms on the top floor for sleeping and additional bathroom facilities. There is a fully enclosed rear garden with grass and patio areas for outside play, accessed via the sitting room. The family has a pet cat.

The childminder holds the Bachelor of Education in Primary and Post Graduate qualification in child development. She has also completed Post Graduate modules in special educational needs and Steiner and has completed the Introduction to Childminding Practice and First Aid training.

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

Overall the quality of the provision is good.

The childminder knows the children in her care very well. She has a good understanding of their individual interests and needs. She plans a wide range of experiences for children, across all areas of learning within the Early Years Foundation Stage framework, so they progress well in their learning and development. She offers an inclusive setting, supporting all children and meeting individual welfare needs successfully. The childminder improves her practice through self-reflection and discussion with parents which enables her to maintain continuous improvement.

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

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

- further develop systems for assessing progress and planning for next steps in learning for all children.
- use written words and pictures as labels, so that children are aware of the resources available to them at all times.
- ensure the fire blanket is secured to the wall appropriately.

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

The childminder is very aware of keeping the children safe at all times. Risk assessments have been carried out and recorded on all areas of the home and for all outings. Hazards have been identified and steps taken to minimise the risks.

However, although there is a fire blanket available this is not fixed to the wall and would be difficult to utilise. The childminder has good knowledge of safeguarding issues and is aware of the local safeguarding policies and procedures to follow if the need arises. She has a secure knowledge of the indicators of abuse and neglect and the steps to take in each of these situations. All adults in her household are cleared as being suitable to be with children.

The childminder is very well organised. She has all required documentation in place which is appropriately completed and up to date; individual records are accurate and informative to ensure she is promoting good quality and inclusive care. She has produced comprehensive written policies and procedures; which are shared effectively with parents to ensure they are fully informed about the setting and clearly explain the way she cares for children on a day to day basis.

The childminder promotes equality and diversity appropriately. She has a proactive approach to meeting children's individual requirements, including those with additional needs; she works closely with parents to achieve this. Parents speak positively about the care provided. Information is exchanged through daily conversation, photographs and records which are shared with parents effectively. The childminder shows good understanding of working with others concerned with the children's welfare and learning; she has instigated meeting with other providers to enable partnership working.

The childminder has begun to take steps to evaluate her practice. She has completed her self evaluation form and looked carefully at areas she feels she would like to develop further. From this she has identified that she could meet individual needs even more effectively if she plans daily for all children, including those who do not attend each day.

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

Children arrive happy and are warmly welcomed into the childminder's home. They settle quickly and eagerly join in with activities and play with their friends. They are confident and have a sense of belonging as they play happily, talk with the childminder about their friends who are not present that day and ask to play with different resources. Toys are easily accessible to children, however, boxes are not labelled with words or pictures and therefore children don't know what is readily available to them each time.

The childminder supports children's play well making good use of questioning to encourage thinking. She provides a good role model through speaking clearly, making good eye contact and by being positive. The childminder treats children respectfully, which helps them behave well, learn about respect for others and get on happily together. Children enjoy a wide range of meaningful activities and experiences, both adult led and child initiated. Planning of activities is based on the needs and interests of the children and ensures all six areas of learning are covered. The childminder uses her knowledge and observations of the children to assess and plan for their next steps in learning. However, this system is not fully in

place for all children. Children gain good skills for their future lives by visiting the library, problem solving and using a range of suitable early technology toys.

Children are cared for in a clean homely environment, in which the dangers of cross-infection are prevented well. Good hygiene routines are in place. Children are learning personal hygiene through understanding why they should wash their hands before eating food and after using the toilet. They learn about healthy food as they enjoy nutritious home cooked meals and take part in cooking activities. Children learn how to keep themselves safe through taking part in emergency evacuation and talking about basic road safety when out and about.

## 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	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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