

## Inspection report for early years provision

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<b>Unique reference number</b>	118248
<b>Inspection date</b>	15/02/2010
<b>Inspector</b>	Elaine Douglas
<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 2001. She lives with her husband and two children aged four and seven years. They live in a house in the Worle area of North Somerset, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and toilet facilities are on the first floor. There is a fully enclosed garden for outside play. The family has a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two children may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 10 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools to take and collect children. She attends several toddler groups on a regular basis. The childminder is a member of the National Childminding Association and holds a level 2 early years qualification. She receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

The childminder has a sound awareness of children's individual needs through the regular exchange of information with parents. This enables her to satisfactorily meet their learning and welfare requirements. Procedures for children's safety is the strength of the setting, which ensures children feel secure. The childminder organises her premises and the resources effectively and is beginning to develop the use of observation to plan for children's development. Children have good opportunities for independent learning and sufficient adult support means they make satisfactory progress. The childminder uses self-evaluation and peer support to reflect on her practice, and effectively identify some areas for improvement

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

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

- increase the use of activities and child-led play to pose problems and extend their thinking
- continue to develop the assessment system in order to include parents' contributions and match the observations to the early learning goals, to identify learning priorities
- make the fire blanket more easily accessible and regularly check the first aid equipment to further safeguard children

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

Children are safeguarded through the childminder's good implementation of her policies and procedures. Most of these are in writing and shared with parents. Clear procedures are in place for parents to follow in the event of a complaint, which enables them to safeguard their child's welfare. Good procedures are in place in the event of an emergency and parental consent is obtained to seek any emergency advice or treatment. Good risk assessments are carried out on all areas of the premises and each and every kind of outing, to help keep children safe and secure. Stairgates prevent children accessing unsupervised areas, garden gates and main doors are kept locked, and smoke alarms are kept in working order. A fire blanket is available in the kitchen, however, this is not wall mounted for easier access. The childminder holds a current first aid qualification and has a satisfactory supply of first aid equipment. However, some dressings have passed their expiry date.

Partnerships with parents are informal with daily verbal feedback. They provide satisfactory initial information, for the childminder to meet children's individual needs. Good written information is available for parents on the childminder's provision. However, there is no formal system for parents to contribute to their child's assessments. Currently the childminder has not needed to establish partnerships with other providers delivering the Early Years Foundation Stage or other professionals for any additional needs.

The childminder meets up with other childminders to discuss and share good practice. She seeks advice and plans for her own development. For example, she has recently attended training in safeguarding children, to increase her knowledge of child protection issues. This was raised as a recommendation at a previous inspection. She organises her time, documentation and premises effectively to meet the needs of the children. The childminder has used self-evaluation to monitor all areas of her provision and identify some priorities for improvement. For example, she wants to increase her own computer skills to help children to use the computer to support their learning, and wants to develop the use of the children's learning diaries to work in partnership with parents.

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

The childminder effectively sets up the learning environment to enable children to make choices and explore the good range of appropriate resources, thus promoting independent learning. She plans some adult-led activities and allows children to decide if they wish to take part. The childminder supervises and encourages children's participation. However, she does not extend children's thinking or problem solving skills, through asking open ended questions and posing problems. The childminder makes regular observations of children's achievements and plans access to resources based on their interests and her knowledge of their abilities. However, the observations are not linked to the early learning goals, to

enable her to identify learning priorities in all areas of development.

Children develop good practices which promote their awareness of keeping themselves safe. For example, they learn the Green Cross Code and older children write their own rules for walking to school safely. The childminder involves them in thinking about risk assessments when off the premises and they regularly practise the emergency evacuation procedures. Children are generally well behaved and develop a good awareness of positive behaviour. For example, they are encouraged to use please and thank you, to think of each other's feelings and to help take care of the environment. The childminder provides a calm role model and builds good relationships with children. Children access a good range of resources which provide positive images of people's differences and enjoy a television programme which teaches them some sign language.

Young children enjoy exploring musical instruments, blowing, hitting and shaking them to listen to the different sounds. Children enjoy playing games together and the childminder ensures they are all included at their own level. Children develop some healthy practices through their daily routines. For example, they wash their hands prior to eating and use their own towels to prevent cross contamination. They choose which fruits to have for their snack and what they would like to drink. They sometimes help to prepare lunch to encourage their awareness of healthy eating. Children enjoy trips to the park and using the garden in fair weather. The childminder also organises some physical activities inside. For example, children gain spatial awareness as they climb through a tunnel and into a tent.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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