

## Inspection report for early years provision

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<b>Unique reference number</b>	EY266741
<b>Inspection date</b>	25/01/2010
<b>Inspector</b>	Elaine Poulton
<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 2003 and on occasions works with an assistant. She lives with her husband and two children aged six and four years of age in Newhall, Derbyshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outdoor play. The family has a dog. All areas are easily accessible.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for 10 children on a part-time basis, including two children over eight years. She is registered to provide over night care for one child. She is registered by Ofsted on the Early Years Register and the voluntary part and compulsory part of the Childcare Register.

The childminder walks to local schools to take and collect children and takes children to local shops, parks and play centres. She has a BA Honours Degree in Early Childhood Studies.

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

Overall the quality of the provision is good.

Children are making good progress in some areas and outstanding progress in other areas of their learning and development because the childminder is skilled in recognising their interests and nurturing their individuality. She is exceptionally well organised, with clear policies, procedures and permissions in place to ensure her provision is inclusive and that children are safe. She has good systems in place to work effectively with parents to secure knowledge of children and their individual routines and needs. There is a good self-evaluation system to monitor her practice. Partnerships with others who deliver the Early Years Foundation Stage are exemplary in promoting continuity of care, learning and development.

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

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

- develop further systems for self-evaluation and continually look for ways to improve the quality of learning and development for each child.

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

Children are well-safeguarded because the childminder has a good knowledge of child protection issues. She understands her role in safeguarding children and the procedures she must follow if she were to have a concern about a child in her care. She knows of her responsibility to ensure that all people in her home or those having access to the children are appropriately vetted. She carries out a risk

assessment on all areas of the premises, indoor and outdoors and for outings. The risk assessment is continually reviewed to keep the setting as safe as possible. These safety measures ensure that all potential hazards effectively minimised.

There are strong partnerships with parents and systems in place to maintain the flow of communication with regards to children's learning, development and welfare. The childminders practice is underpinned by clear written policies, procedures and permissions which are shared with parents. She has details about who has parental responsibility and legal contact with the child which helps to keep children safe. Parents receive daily updates detailing their children's routines and activities. This has a positive impact on children's care and general welfare. The childminder has developed excellent relationships with others involved in the delivery of the Early Years Foundation Stage. For example, via the local school she has gained an insight into the Common Assessment Framework; she has investigated the 'phonics' system used; enjoys supporting art and craft activities and is involved with the music group. This enables children to enjoy a smooth transition from one learning environment to another.

The childminder is extremely skilful in teaching children how to keep themselves safe through an excellent range of activities and discussions. She ensures she sits and talks to them and observes their behaviour to assess their different levels of understanding. She explains to children the reasons for keeping safe in different situations such as when they are walking to school, road safety and being in contact with animals, including pet dogs. Her home remains child friendly and safe whilst allowing it to feel very homely. For example, she prompts children to always walk around the wooden coffee table in the lounge and not to run around it to avoid collisions; to pick up toys from the floor to avoid trips and falls; and not to 'bang the doors shut' to avoid accidents such as trapping fingers. This helps children feel safe and secure and to confidently negotiate their way around the play environment.

She has good systems to evaluate her service and has started to use a written self-evaluation document to record her strengths and areas for improvement. The childminder is motivated to improving her practice, particularly through attending training events. She is constantly exploring ways to improve on best practice issues. For example, she is planning on attending a safeguarding course along with her assistant to update existing knowledge. This demonstrates a positive and professional view of continual improvement.

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

Children are settled, happy and respond well to the individual time and attention they receive from the childminder. She has an excellent awareness of what activities children like and what motivates and interests them and ensures they access the resources to help them reach their full potential. She has a very good understanding of assessment and observation to inform planning. The childminders commitment to support active learning through play is excellent. She achieves this through offering an exceptionally well organised provision with well-planned

opportunities that fully encompass the areas that support enjoying and achieving, feeling safe and adopting healthy lifestyles.

The childminder is highly committed in ensuring children learn to lead a healthy lifestyle. Children benefit from daily walks and trips to the park and various play sessions where they participate in activities to develop their fine and large physical skills. She is a very good role model to the children as they see her consistently demonstrating good hygiene routines. They are reminded why they wash their hands at certain times to support their understanding of good hygiene. They are positively praised and told they are 'good' and 'kind' when they help with small tasks or help each other. For example, one young child was thanked accordingly for wiping over his high-chair tray with a wet-wipe and then disposing of the wipe the kitchen bin. When children cough they are prompted to put their hand to their mouth this promotes good manners at all times. These good hygiene practices also help to minimise the risk of cross-infection in this setting. Children enjoy a healthy, varied menu with plenty of freshly prepared foods and regular drinks throughout the day. At snack time the childminder asks younger children where all the apricots, raisins and banana have gone. One child smiles and then gestures by rubbing his in a circular movement around stomach 'all in my mouth and tummy'. This means they are gaining an excellent understanding of leading a healthy lifestyle and learning of the benefits of taking part in regular exercise.

Children enjoy close relationships with the childminder and each other. She is good at supporting younger children's communication and language development by introducing and repeating vocabulary, numbers, colours and shapes to children during their play. Younger children listen to a 'music farm' disc and they move their bodies to the music and happily join in with the chorus and make the animal sounds. Older children put names to objects and things that are of interest to them as they walk to school. All children are developing their communication and language skills and thoroughly enjoy selecting their favourite story books. For example before lunch time one child selected a book with the title 'Tick Toc' and begins to turn the pages over carefully, looking at the pictures and recreating the story for the others. Children are encouraged to handle books carefully and to put them back on the bookshelf when they have finished reading them. Children explore a good range of battery operated toys and small world resources to help develop their skills for the future. Younger children enjoy pairing shoes, socks and sorting shapes and finding out what different toys do. This reinforces their learning in a relaxed way.

All children are included and valued. They have good opportunities to learn about themselves and others through a mix of adult-led and child-initiated activities and a good range of resources available to them which reflect diversity. Children are able to ask questions about peoples differences and similarities and the childminder takes time to explain. For example, one child asks 'Why do people were glasses?' and the childminder gives a considered response. She has high expectations of children's behaviour and encourages them to play cooperatively. This enables all children to be treated fairly and to respect the needs of others.

## 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	1
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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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