

## Inspection report for early years provision

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<b>Unique reference number</b>	EY397258
<b>Inspection date</b>	08/02/2010
<b>Inspector</b>	Lindsay Hare
<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. She lives with her husband and two children, aged one and four years, in Watton at Stone. The whole of the childminder's house is used for childminding, with the exception of the main bedroom, and there is a secure garden for outside play. The family has a dog and fish. The childminder is registered to care for a maximum of four children under eight years, one of whom may be in the early years age group.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register. There are currently four children on roll, all of whom are in the early years age range. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children generally make good progress towards the early learning goals and some of their next steps are identified and planned for. However, the observation and assessment process is still developing and children's progress in all areas of learning is not fully identified. The childminder gives high priority to keeping children safe and secure. She is flexible, providing a warm, stimulating home environment for all, as well as offering attention and support to individual children in her care. Partnerships with parents are strong and all the necessary records, policies and procedures are in place. The childminder has a clear understanding of evaluating her practice in order to identify the strengths and weaknesses. Future plans show her capacity for continuous improvement and her commitment to providing high quality care and education for children.

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

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

- improve the observation and assessment process to include more detailed observations in order to ascertain where children are in their learning and identify their next steps in each area of learning

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

The childminder has a sound understanding of the procedure for safeguarding children. She is aware of the signs to look for and the steps to take to protect

children, as she has recently completed training. All adult members of the household have been vetted. Children are safe and secure in the home and on outings because thorough risk assessments have been carried out to identify any potential hazards and action taken to minimise these. The childminder is aware of reviewing these regularly, for example, the recent cold weather meant that the path was icy and posed a risk. This was identified and minimised by salting the path before children arrived.

Children's learning is well-supported. The childminder is very aware of the individual needs of children, as she ensures she gathers detailed information from the parents initially. This understanding of children's varying needs and abilities means that she is adept at providing opportunities for all children to participate. For example, she provided puzzles for the older children out of reach of the younger ones, providing more simple puzzles for them on the floor. An extensive range of good quality toys and play resources are provided in easily accessible storage for the children.

There are positive relationships with parents and the childminder ensures that parents are given all the necessary information they need when their child starts. Continuous communication via daily diaries, verbal discussion and text messages means parents are kept informed of their child's care. Parents are encouraged to add comments to the scrapbooks, and the childminder has also recorded comments parents may have made but not written down, to ensure continuity between home and the setting.

The childminder's self-evaluation is effective in identifying ways to improve her practice, such as further training to extend her knowledge of child development. She has devised a list of changes she has made and ongoing actions to improve the outcomes for children. For example, trying different methods of sharing information with parents. This shows her capacity for continuous improvement.

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

Children's progress towards the early learning goals is generally good, although the system for observation and assessment is not fully developed to identify where children are, and consequently, their next steps in each area of learning. They thoroughly enjoy their time at the setting and are provided with an extensive range of toys, equipment and activities to stimulate their interests. Children confidently utilise the space, collecting toys from one room to bring into the other room to play.

Children learn about the world around them and the local community as they visit the Children's Centre and library regularly. The childminder celebrates some cultural and religious festivals with the children, encouraging them to bring items from home to show. Children enjoy walking in the woods, collecting leaves and twigs and then sticking these into clay. They explore the items in the treasure baskets the childminder provides, with the older children being able to identify what each item is and its purpose.

The childminder has built warm, trusting relationships with the children, showing affection. Young children's language and communication is actively promoted as they listen to stories, sing songs and copy vocabulary that the childminder models. Children are frequently praised for their efforts. Children have regular access to exercise, as they use a variety of equipment in the garden, walk in the woods and visit the park. They develop their physical skills, rolling the ball to one another and down the slide and using their hands to mix and flatten dough whilst cooking. There are opportunities for children to be creative as they paint using their hands and feet and attend 'musical minis'. Children play imaginatively, using small world toys and putting the dog in the kennel. They learn to count and estimate as the childminder asks if they have enough plates and cups for each soft toy at the 'tea party'.

Children feel safe and secure in the setting and are developing an awareness of keeping themselves and others safe. For example, they practise the fire evacuation plan and know that the oven is hot because the childminder has explained to them why she needs to wear oven gloves. There are good hygiene procedures in place, such as wearing gloves whilst nappy changing and discussion whilst washing their hands about rubbing the soap all over 'to keep us safe from germs'. Although the children mainly bring packed lunches, the childminder provides healthy snacks, mainly fruit, and talks to the children about food giving them energy. Children behave well, and are involved in devising the house rules. All the necessary records and documentation are in place.

## 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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