

## Inspection report for early years provision

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<b>Unique reference number</b>	223642
<b>Inspection date</b>	12/03/2010
<b>Inspector</b>	Dianne Andrews
<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 2000. She lives with her husband and two children, in a small village in North Shropshire. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children under the age of eight years at any one time and is currently minding three children under five years and one child over five years. She is also registered on the compulsory and voluntary parts of the Childcare Register and is caring for two children over the age of eight years. All children are cared for on a part-time basis. The childminder can access local schools to take and collect children. The childminder attends the local parent and toddler group.

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

Overall the quality of the provision is satisfactory.

The childminder provides a caring environment for all children and ensures that their individual needs are met. She knows the children and their families well and works with parents to provide a service they are happy to use. She has a developing understanding of the Early Years Foundation Stage requirements and is beginning to put systems into practice to adequately promote children's welfare and to demonstrate how children are progressing. The childminder demonstrates a sound commitment to improving outcomes for children and to the development of self-evaluation to provide her with a clear focus for future improvement.

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

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

- develop further systems to match observations of children's achievements to the early learning goals in order to clearly identify and plan for their next steps in all areas of learning
- develop the self-evaluation systems to ensure continuous improvement is promoted
- develop written risk assessments so that they cover anything with which a child may come into contact.

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

The childminder has a sound understanding of child protection issues and of her responsibility to safeguard children. She has attended training to enhance her knowledge and has a child protection policy, which is made available to parents. All adults living in the household are known to Ofsted to enable appropriate checks to

be undertaken. The safety and security of children is ensured through effective supervision and by providing secure indoor and outside play areas. The childminder is generally vigilant about safety around the home. However, the written risk assessment does not yet cover all the things a child may come into contact with to ensure all hazards are fully minimised, for instance, activities, such as use of a paddling pool, are not included in the document.

The childminder strives to provide a service that is inclusive for all children and their families. Children have equal access to all toys and resources regardless of ability, gender or culture. The childminder provides some resources, which promote children's understanding of diversity. She recognises a need to develop activities further to help them to gain an understanding of how others live and the wider world. The premises are comfortable, spacious and child friendly. There is a suitable range of age-appropriate play equipment, stored in low boxes within the playroom, to enable children to make choices about their play. The childminder has very recently initiated systems for observation and assessment of children's progress, but is still developing her knowledge of how to use these to effectively plan for their development in all areas of learning. The childminder has a range of policies to underpin the service, which she makes available to parents. She has developed a complaints procedure since the last inspection and displays a poster so that parents have information readily available. She discusses children's attendance at other provisions with their parents to encourage consistency, but has yet to develop her liaison with the settings to further enhance children's experiences. She works proactively to effectively settle children when they are new to the provision; she takes photographs and sends these to parents, to reassure them that their children are content in her care.

The childminder has begun to use a self-assessment document, but has not yet fully evaluated her practice to consider how she can develop her provision in respect of all aspects of the Early Years Foundation Stage. She is willing to attend on-going professional training to support and improve her knowledge and practice, and obtains the support of other practitioners and the local authority advisor.

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

Children develop good habits as inquisitive and independent learners while choosing from the toys and resources available. They take part in a range of activities, however, aspect of their development are potentially overlooked as the systems for observation, assessment and planning are not yet fully effective. Their interests are reflected well in the suitable range of good quality resources, from which they confidently select those that appeal to them and motivate them. They are very settled, having built warm, trusting relationships with the childminder, which enables them to confidently explore their surroundings. Together with the childminder they enjoy fitting together the pieces of a jigsaw and talking about the developing aspects of the picture. Photographs show how older children also relish the challenge of problem solving as they build ramps in the garden for their use with bikes and scooters. They play co-operatively, helping their younger playmates to negotiate the obstacle. During routine activities they have some opportunities to

practise counting and to recognise colour. They begin to identify sounds of letters as they are supported in writing their names while making cards for special occasions.

Young children are encouraged to develop their independence as they open the packaging and feed themselves, thoroughly enjoying the lunches their parents have supplied. The childminder also offers a range of healthy snacks and meals when parents request this and provides regular drinks to ensure all children are well hydrated. Children benefit from fresh air and exercise as they take part in daily outdoor play or walks in the locality. They regularly socialise with other children and adults, whether this is at the village shops or at the toddler group. They are well behaved, considerate and polite and respond well to the childminder's use of constant praise and encouragement. Children are encouraged to tidy their play environment and are supported to use toys appropriately and safely. They learn to keep themselves and others safe as they learn rules, such as not swinging too high on the outdoor equipment when others are near. They practise effective road safety and are taught the importance of wearing seat belts in the car.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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