

## Inspection report for early years provision

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| <b>Unique reference number</b> | 403261              |
| <b>Inspection date</b>         | 06/07/2010          |
| <b>Inspector</b>               | Karen Louise Prager |
| <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 is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She works with her daughter. The whole of the home is used for childminding with access to the first floor for sleeping purposes. Toilet facilities are accessible on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered for six children under eight; of these no more than three may be in the early years age group. However, when working with another childminder or assistant the childminder may care for twelve children under eight and of these, six may be within the early years age range. The childminder must reduce the registered numbers by the number of children for whom she is responsible. The childminder is currently minding four children within the early years age range on a part time basis, and two older age children. The childminder takes and collects children from local schools. The family have a dog and keep tropical fish.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child extremely well, thus ensuring their individual needs are met. Children make very good progress in their learning and development through the provision of a variety of experiences. The childminder provides a learning environment that promotes diversity, positive behaviour and that encourages children to make independent choices. She maintains well written documentation, including policies, procedures and child assessment records. The childminder has a strong self-evaluation process in place, but has not recognised all significant areas to improve.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate paediatric first aid course: 06/10/2010  
also applies to the compulsory and voluntary parts of the Childcare Register (Safeguarding and promoting children's welfare).

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

- develop quality improvement processes to extend effective practice and help improve outcomes for children.

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

The childminder considers children's safety very well. Written risk assessments are in place for the home, garden and outings. These identify potential risks and hazards to children and the steps taken to reduce them. The childminder has a good awareness of how to keep children safe and what to do if she were concerned about the welfare of a child in her care. She holds a current qualification in first aid; however, the training attended does not meet with the requirements of the Early Years Foundation Stage framework. Some steps have been taken to improve the outdoor provision for children since the previous inspection and this remains an ongoing project. The childminder has evaluated her provision well and involves parents and children in this process. However, although she has rightly recognised the importance of continuing to improve the outcomes for children through engaging in ongoing professional development, she has not taken any steps towards this.

The childminder is well organised with all the relevant documentation in place to support children's health and welfare. Detailed and regularly updated policies and procedures are shared with parents to keep them effectively informed about her childminding practices. Premises are well maintained with good levels of safety measures in place to ensure that children can move and play safely. Resources are suitable to support children's learning and development. These are easily accessible, enabling children to initiate their own play and learning in the homely environment. The playroom is a bright, airy and child-friendly environment and equipment is of a high quality. Daily routines are flexible to follow children's interests and incorporate good opportunities for children to play and learn, both indoors and outdoors. Children's independence is successfully promoted as they choose activities.

Partnerships with parents and carers are excellent and highly valued by the childminder. Extremely effective systems are in place for discussing and recording each child's starting points and ongoing progress and development. The childminder knows children very well. Individual planning for children's future learning is in place, which is based on the observations of the childminder and discussion with parents and others who care for the children. All records are readily available to parents, alongside daily diaries, photographs and examples of creative work. As a result, parents are fully-involved in their child's care and learning, and all individual needs are acknowledged and met fully. Parents are actively encouraged to comment and contribute to records which effectively build on what children know and identify the next steps in their learning. Although the childminder has no children attending who have English as an additional language or any who have special educational needs and/or disabilities, she demonstrates a good awareness of how she would support the children should they attend her setting. The childminder is highly committed to working in partnerships with others and takes a lead role in extending partnerships in the wider community. This has established strong communication channels with external agencies and they work together to promote children's learning and development.

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

The childminder demonstrates a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage framework. Children's learning journals are used effectively by the childminder to record observations and photographs of the children as they play. Children enjoy a good balance of indoor, outdoor, quiet and active play to suit their moods, interests or requests. Young children enjoy the close attention from the childminder as they request to go outside or when giving a cuddle to a tired child. They have easy access to a wide range of appropriate toys which stimulates their interest and curiosity; for example, the play kitchen enables children to act out real-life scenarios such as washing up or making drinks. Children persist in walking with the play shoes around the garden and thoughtfully negotiate the different surfaces of grass and paving slabs. All these activities help young children develop hand-eye coordination, physical skills and early problem solving.

Children make good progress towards the early learning goals and in all areas of their development. They are provided with extensive opportunities to enjoy a well-balanced selection of activities both in and out of the home. Structured activities are also carried out, taking into consideration the children's individual interests and experiences. Children have excellent opportunities to develop their skills in communicating, literacy, numeracy and problem solving. They enjoy books and singing songs together. They are encouraged to describe textures, shapes and colours. These all support their skills for the future well. The childminder assists young children when they negotiate the step into the garden. Older children confidently step over the threshold and are keen to find the toys that are set out ready. Children engage in daily outdoor play, enabling them to benefit from fresh air and exercise. They have good access to the garden where they play, for example, in the sand and on the rocker. The recently installed decking area offers a focal point for the children's play and provides a dedicated space where they store their toys at the end of the day. Children also make regular trips to the park. They gain awareness of the wider world as they go on outings, such as visits to the local leisure centre and walks in the local community. These visits encourage children's awareness of others, social contact and respect. Children have excellent opportunities to develop their skills in communicating, literacy, numeracy and problem solving. They enjoy books and singing songs together. They are encouraged to describe textures, shapes and colours. This helps prepare children well for their future.

Regular events such as practising the fire drill and crossing the road safely allow children to learn to keep themselves safe. They know, for example, to watch where they are going as they walk along the pavement, and to take care of other pedestrians. Children learn to share and take turns, with positive, consistent, firm and kind support from the childminder. Children have high levels of self-esteem and build strong relationships with both the childminder and their peers. Children have a clear sense of belonging and know the routine and where to find the resources. Children's good health is promoted as the childminder has a very good knowledge of how to prevent the spread of infection and she encourages children

to develop good hygiene habits. The childminder provides all meals, drinks and snacks. Food is home made from good quality ingredients with lots of fruit and vegetables. Therefore, children are healthy and very well nourished. The childminder provides children with safety knives and they cut the vegetables with great concentration. Younger children enjoy tasting the carrots and mushrooms and become familiar with the raw, as well as cooked, vegetables.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| 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        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 06/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 06/10/2010