

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343632
<b>Inspection date</b>	10/06/2010
<b>Inspector</b>	Carly Mooney

<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 was registered in 2006. She lives with her husband and two children, aged 12 and 14, in Holbeach, Lincolnshire. The whole of the ground floor of the childminders house is used for childminding and there is a fully enclosed garden for outside play. The premises are within walking distance of local primary schools, pre-schools, parks and shops. The family has a pet dog and two cats.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight at any one time and is currently caring for four children in the early years age range. The childminder is also registered to work with another childminder. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

Children feel safe and secure in the welcoming environment. They enjoy participating in a varied range of stimulating activities which allow them to make good progress in their learning and development. Children's records of achievements are developing. The childminder ensures children are valued and their individuality is respected and celebrated. Positive relationships have formed with parents and comprehensive policies, procedures and records are in place and used effectively to safeguard children's health, safety and welfare. Procedures to effectively maintain relationships with other providers are beginning to be established. The childminder demonstrates a firm commitment to improving and continuously developing the provision.

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

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

- implement an effective system that provides a two-way flow of information with other providers who deliver the Early Years Foundation Stage (EYFS)
- develop further the systems used to observe and assess children's achievements, interests and learning styles, with regard to more frequent recording of observations and effective planning for any next steps that have been identified.

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

The childminder is fully aware of her responsibilities to safeguard children. She has a clear safeguarding policy in place, which is effective in explaining the

childminder's duty to protect children in her care and the procedures to follow should she have concerns. Children play in a safe and secure environment, due to the childminder's thorough understanding of assessing risks in the children's surroundings, both within the home and on outings. Effective records are kept to further support this. The childminder has a good range of written policies and procedures, which effectively underpin her practice and promote children's health, safety and welfare. These are shared with parents to show how the childminder will effectively care for their children's needs.

The childminder provides a warm and welcoming environment for children which enables them to feel secure and settled in her care. Toys and resources are easily available and children are comfortable with asking for certain toys to play with, such as resources to create a shop. Children's pictures are displayed in the play room, which helps them gain a sense of belonging. A subtle range of resources that reflect diversity, such as books and dolls, are used in everyday play, supporting children's appreciation of similarities and differences in people and the diverse society in which they live.

Positive relationships have formed with parents which ensures good continuity of care for children whilst in the childminder's care. Daily verbal communication ensures parents receive a clear account of their child's day and the activities they have taken part in. Parents are aware of the Early Years Foundation Stage profiles the childminder is completing and have been given opportunities to view and contribute to these if they wish. Although the childminder has a positive attitude towards working with other providers also delivering the Early Years Foundation Stage to children in her care, she has yet to establish effective communication with the provider to support children's achievements and well-being at both settings.

The childminder is committed to maintaining continuous improvement and has attended many training courses since her last inspection, such as effective practice in observation and planning. She is aware of her strengths and areas to improve and is beginning to reflect on her practice to ensure there is improved outcomes for all children in her care.

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

Children participate in a range of play opportunities which enable them to make good progress in their learning and development. These are often child led and initiated, such as making a bus from chairs to visit 'Mickey Mouse', triggered from a child's recent holiday. However, the childminder supports the children well during their play, making conversation and encouraging children to extend their learning. For example, asking questions to make them think, such as 'What are we going to have to drink?', during role play. Records of achievements are in the early stages, as the childminder has now found a way to record children's progress that she is comfortable with. The childminder makes good use of photographs and observations based around the photographs to explain children's learning and their next steps. However, these need further development to show observations on a more regular basis and how any next steps identified, are then provided for and

met.

Children are happy and settled in the childminder's care, welcoming cuddles when they have a little tumble on the floor. They behave well and are learning the skills of sharing and turn taking during their play, such as each spending time as the shop keeper when playing shops. The childminder ensures she uses praise and encouragement to build up children's self-esteem when they do well. For example, when a young child recognises the number one on the hopscotch mat. Reading materials and mark-making opportunities are readily available and through books and posters on the walls children are beginning to understand that print carries meaning. Children are introduced to numbers in their environment, through resources such as books, puzzles and electronic toys. Children are beginning to learn about knowledge and understanding of the world by planting seeds to grow their own tomatoes, some of which have been taken home to grow with their families. Children have regular access to outdoor play which offers them the freedom to explore, use their senses and be physically active. They use the local park on a regular basis to provide children with challenge on the large static equipment. A range of activities and resources encourage children's creativity and imaginative skills, such as role play equipment and art and craft materials.

Children's welfare is effectively promoted. Records are appropriately maintained, which safeguards children's health, and the childminder holds a current first aid certificate which ensures she can respond appropriately if a child becomes ill or has an accident. Children are cared for in a clean environment and learn effectively at a young age about maintaining their own personal hygiene, such as washing or wiping their hands before meals. Children are provided with individual towels and flannels, which helps keep the spread of infection to a minimum. All food is provided by parents, although the childminder ensures that parents are made aware of her healthy eating ethos. Children feel safe and secure and this is demonstrated through their contented, happy and confident disposition. They are generally made aware of how to keep themselves safe through procedures, such as practising fire drills.

## 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

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