

## Inspection report for early years provision

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<b>Unique reference number</b>	EY337536
<b>Inspection date</b>	29/06/2010
<b>Inspector</b>	Diane Lynn Turner
<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 2006. She lives in a semi-detached house in Scunthorpe in North Lincolnshire with her husband and two children aged three months and four years. All areas of the property are used for childminding purposes, with the exception of two of the bedrooms on the first floor and the front lounge on the ground floor. There is an enclosed garden to the rear of the premises for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for four children under the age of eight years, one of whom may be in the early years age group. The childminder is also registered on the voluntary part of the Childcare Register. On occasions the childminder's husband works as an assistant and can be left in sole charge of the children for short periods of time, with prior written consent from parents. When the childminder is working with her assistant the numbers she is registered for are increased to five children under eight years, two of whom may be in the early years age group. Overnight care can be provided for one child under eight years of age. There is currently one child on roll who is within the early years age group and attends on a part-time basis.

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

Overall the quality of the provision is good.

Children are cared for in a welcoming and child-orientated home in which the uniqueness of each child is recognised and nurtured. They are offered a good range of well-planned activities and great care is taken to monitor their learning and ensure they make good progress towards the early learning goals, given their ages, abilities and starting points. The childminder values parents as the children's primary carers and good communication ensures information is shared effectively. The childminder is committed to continuously improving the outcomes for children and systems are in place to help her monitor and evaluate the service she provides; however, these are not yet fully developed.

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

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

- develop the system for self-assessment to evidence continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes
- develop further the links with providers of other settings the children also attend to promote a shared approach to their care and learning.

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

The childminder has a good understanding of her responsibilities with regards to safeguarding children. She is confident in recognising the possible indicators of child abuse and of the procedures to follow should she need to report any concerns to the relevant authority. All of this is clearly reflected in her safeguarding policy, which is shared effectively with parents. The childminder carries out detailed risk assessments on all areas of her home and effectively minimises any dangers to the children's safety by using equipment, such as a fire guards and stair gates. She ensures the premises remain secure in all areas and that a record of any visitors to the home is maintained. The childminder offers the children a bright and welcoming environment in which to play and learn. Photographs of children at play and examples of their artwork are displayed, showing their efforts are valued and appreciated, and they are provided with a good range of well-maintained toys and resources. These are presented at the children's height enabling them to independently choose items that interest them. For example, they enjoying accessing their favourite books from the low-level bookcase and know where items, such as puzzles, are stored.

The childminder talks passionately about the pleasure she gains from her role and is driven to provide high quality childcare. She welcomes the support visits she receives from the local authority development workers and implements any suggestions for improvement they may make. The childminder has attended a number of training courses to help her develop her practice and has a clear vision of what it is she wants to achieve in the future, such as gaining a recognised quality assurance award. She fully understands the value of self-evaluation and has started to record her findings. However, she has not yet completed this for all areas of her service or included the information gained from parent questionnaires.

The childminder gives good attention to promoting equality and diversity. She values the individuality of each child and knows the likes, interests and dislikes of each one. She is keen that the children learn about the diverse society in which they live and regularly involves them in celebrating a wide range of festivals from their own culture and that of others. The childminder fully understands and recognises the importance of working in partnership with providers of other settings that the children also attend which deliver the Early Years Foundation Stage to promote a shared approach to their care and learning. She has regular discussions about the children's progress and has devised a communications sheet to share information; however, this has not yet been implemented. The childminder engages with parents very successfully. She gives them all her policies and procedures to read so they are fully aware of how her service operates and a wealth of very useful information is displayed in the entrance, including the house rules and the exclusion times for infectious diseases. The childminder completes a diary for each child so parents know how they have spent their day and she regularly shares the children's learning and development record with them so they know how their child is progressing. Parents' comments on the recent questionnaires clearly show they value the childminder highly.

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

The childminder has a good understanding of how children learn and develop. She carefully plans the activities she offers, ensuring that all areas of learning are covered and that the children also have opportunities to learn outside the home, such as joining in with activities at the local childminder group and museum, and visiting the library. This variety ensures the children enjoy their learning, achieve well and develop good skills for the future. The childminder has highly effective systems in place to monitor and record children's progress. Each child has file which contains the childminder's detailed written observations of their responses to the activities, photographs of them at play and examples of their work. From this information the childminder makes regular summative assessments of the children's progress and successfully identifies how she will support the next steps in their learning.

The childminder demonstrates a very caring and patient manner and delights in the children's achievements. She skilfully knows when to sit back and let the children attempt to solve problems themselves and when to offer support. For example, she gives them time to try to fit the pieces into their jigsaw for themselves and offers advice, such as suggesting they turn the pieces around, if they need this. She provides lots of praise for their efforts and their successes, which means the children are not afraid to try things for themselves and feel proud of their achievements. The children learn to behave well because they understand what is expected of them within the setting. For example, they know to sit at the table to eat and to put the toys away when they have finished playing with them. They learn to use good manners and to make a positive contribution to the setting as they take their plate and cup into the kitchen when they have finished eating their snack. The childminder pays good attention to promoting children's communication, language and literacy skills and to helping them develop a love of books. For example, she uses good questioning techniques as they use resources, such as alphabet cards, and the children are very keen to talk about their favourite books. The children learn about technology as they use electronic toys, confidently pressing the correct buttons to play their favourite songs, and they develop valuable life skills as the childminder involves them in caring for her baby.

The childminder gives high priority to helping the children to stay safe and healthy. She teaches them road safety when out in the community and practises the emergency evacuation procedures for the home with them so they know what to do in the event of a fire. The childminder ensures the children have lots of opportunities to enjoy fresh air and to take part in physical exercise, both indoors and outside. For example, they play out in the garden, visit the park and a soft play provision, and regularly take part in music and dancing activities. The childminder teaches the children the importance of maintaining good personal hygiene, and as a result, they independently wash their hands before eating their meals and after using the toilet. The children learn about eating healthily through various activities. For example, the childminder displays lots of posters relating to this and completes a chart to show what food the children have eaten and the food group it comes from. The children help to make their own pizza, choosing

from a range of healthy toppings, they decide what fruit they would like for their snack, and as a treat they help to make gulab jamam, a traditional Pakistani sweet.

## 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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