

## Inspection report for early years provision

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<b>Unique reference number</b>	142602
<b>Inspection date</b>	16/06/2010
<b>Inspector</b>	Mary Daniel
<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 has been registered since 1989. She lives with her husband and three daughters aged 14, 22 and 24 years in a detached house situated in the town of Somerton. Minded children have use of the living/dining room and toilet facilities on the ground floor of the property. There is an enclosed garden at the back of the house used for outdoor play.

Ofsted have registered the childminder on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children aged under eight years at any one time. There are currently nine children on roll, of whom six are in the early years age group. Overnight care is not included within the registration.

The family have two pet dogs who have their own separate area within the house and two tortoises who are kept in the garden. The childminder is a member of a local childminding group and receives support from the local authority.

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

Overall the quality of the provision is good.

Children are extremely settled and content with the childminder, who gets to know their individual needs very well through the positive relationships formed with their parents. An exciting range of motivating activities are provided, which children enjoy and which effectively encourage them in achieving and enjoying extremely well through their play. Improvements are made to the provision as the childminder is keen to promote outcomes for children and evaluation systems are becoming more established.

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

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

- continue to develop the systems of self evaluation to monitor all aspects of the provision and use this information to effectively identify and support future aims for improvement
- continue to develop the risk assessment systems to ensure these clearly reflect all aspects of the provision, with particular regard to the garden, to ensure children's ongoing safety.

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

Children's welfare is appropriately safeguarded as the childminder has continued to update her knowledge of protecting children through appropriate training and documentation. Children benefit from the strong, friendly relationships the childminder forms with their parents, which effectively contribute to continuity in

their care. For example, written parental permissions are obtained for taking children on outings, administering sun creams or for managing any necessary emergency medical treatment. This gives reassurance to parents and daily liaison is maintained to keep them well informed of their child's activities and achievements, and ways to share information on children's developmental starting points are being considered. Children play with a variety of age appropriate toys and resources, which are well maintained. Overall, these are organised well to encourage children's free choice. Resources effectively support children's needs, for instance, as they use a small step to reach the sink to wash their hands or hold their snack of fruit in their frog shaped pots. Children's enjoyment in play is extended very well through use of local resources, such as toddler groups or a soft play centre. This helps to promote their social skills as they meet their friends regularly and also their physical development as they use up their energy climbing on the soft blocks and slides. Risk assessments are completed, which helps in minimising any accidents, although these do not yet cover all aspects of the garden, such as children's access to the areas of pebbles and stones or the wind chimes that hang from the trees. The childminder continues to develop her own knowledge of childcare issues and has completed first aid training.

Children's specific needs are discussed and noted with parents, for instance their dietary needs, and every child is treated as an individual. Children like to watch 'Mr Tumble' on a favourite television programme, and join in with the actions and signing of the songs he sings, such as 'Frère Jacques', which they sing together. This provides a positive image of disability and effectively promotes inclusion through a fun play activity. Improvements are made, for example overall the recommendations made at the last inspection have been addressed and children are encouraged well in washing their hands before eating. The childminder does use some evaluation systems to monitor her practice, and consideration is being given to developing these further to form clear action plans to support her ongoing aims for improvement in all areas of the provision.

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

Children are extremely happy with the childminder and respond readily to her friendly approach. They are welcomed and valued within her family life and say 'I like it here', showing they are comfortable and relaxed in her care. Children enjoy a wide range of stimulating play experiences and become engrossed in their play and mix very well with their peers. For example, they help each other to thread pasta shapes onto a string to make a necklace. They decide to paint these and talk about the red, green, blue and yellow colours they use and wonder what would happen if they mixed green and blue paint together. As a result, this activity promotes their personal, social and emotional development, their hand-eye coordination and their creative skills. Children enjoy doing puzzles that meet their different abilities, for instance of 'Brum' a car from a favourite television programme. They count out the pieces and help their friends to complete the picture. This promotes their awareness of space and shape, which also helps their early reading skills. Planning and assessment systems are continuing to be developed and observations of children's play are starting to be used to plan

further activities based on their interests. This helps to provide children with a variety of enjoyable play activities and the childminder is beginning to establish ways to clearly identify the specific learning aims of children's next steps of development that will build on their existing abilities and support all their future skills.

Children learn to keep themselves safe on their daily walks as they talk about where it is safe to cross the road. They practise fire drills and know they need to be careful sliding down the climbing frame. Children laugh and smile with each other as they throw the ball to knock the colourful skittles down and then count how many skittles are left standing. They start to count the right number in a group of objects and also count when singing favourite nursery rhymes. They use cutters to make circle shapes when cooking biscuits, and use a plate as a template to make a circle when drawing a picture of their face. Children explore colour and texture as they make Easter bonnets using feathers, stickers and pretend eggs. They start to mark make as they print with different vegetables to make a colourful picture for Harvest time. Children become familiar with their community as they go to their local library or visit a fire station where they have a great time with the firemen and women and help to hold the hoses and sit in the fire engine. On their return they are keen to dress up as firemen, which helps them to explore their ideas from their visit. They like to play with the dolls and home play toys and sometimes sit quietly to cuddle and feed their dolly. This provides opportunities for them to act out their experiences in their play. Children learn about their natural world as they have lots of fun playing in the snow or on a visit to an animal farm. They make bird feeders and look at a ladybird that lands on a friend's shirt. Younger children explore the toys and games with great interest. For instance, they play with the activity toys or spend time looking through the colourful picture cards of a matching game and post these in and out of a box. They become absorbed in taking pasta shapes out of a bowl and then putting them back in again, smiling at the noise the pasta makes falling into the bowl. This shows how all children are included within activities at their level and older ones are naturally kind and gentle with their younger friends. This gives a positive approach to respecting the needs of others and in promoting inclusion.

Children enjoy healthy snacks of fruit, such as grapes and apples. They talk about foods that are good for them as they go shopping with the childminder. They have frequent drinks to keep them well hydrated. Children have lots of opportunities to be out in the fresh air as they go for local walks or play in the garden. They go to a nearby soft play centre, where they run, jump and roll freely. This provides children with good opportunities to exercise and effectively promotes their large muscle development. Children start to use 'please' and 'thank you' appropriately. Consistent boundaries are maintained, which help children in feeling safe and secure. They are praised frequently for their achievements and for being kind and sharing with others. As a consequence, they develop good self-esteem and behave very well.

## 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	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	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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