

## Inspection report for early years provision

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<b>Unique reference number</b>	EY364374
<b>Inspection date</b>	22/11/2010
<b>Inspector</b>	Mandy Gannon
<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 2007. She lives with her partner and children aged 11, 13, and 14 years old. The ground floor of the childminder's house only is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care six children under eight years, of these not more than three may be in the early years age group and of these not more than two may be under one at any one time. When the childminder is working with an assistant she is registered to care for six children under eight years, of these not more than six may be in the early year's age group, and of these, not more than two may be under one at any one time. She currently has 10 children on roll, of these nine are in the early year's age group. The childminder is an accredited network childminder, funded to deliver early year's education and a member of the National Childminders Association (NCMA). The childminder takes and collects children from school. She attends local carer and toddler groups. The family has a dog and two cats.

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

Overall the quality of the provision is satisfactory.

Children's safety and welfare is compromised as the childminder has cared for six children in the early years age group in her car alone when transporting children, this is a breach in regulation. Children make exceptional strides in their learning in an environment where they flourish. The childminder has a thorough knowledge of the Early Years Foundation Stage and completes detailed development records of children's progress which are shared with parents and others. These partnerships are a key strength of the setting and develop a cohesive approach in meeting children's individual needs and ensuring the best possible outcomes for children.

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

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

- review transport arrangements when using vehicles

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

Children are safeguarded as the childminder has a sound and clear understanding of her responsibilities with regard to child protection. A detailed policy and procedure is in place which is shared with parents and includes contact details of local agencies. Appropriate risk assessments have been undertaken both inside the premises and on outings. The childminding premises are secure and safe with the

recording of visitors to the premises and an intercom system is in place enabling the childminder to establish the identity of persons to the premises. Sound evacuation procedures are in place and regularly practised. However, children's safety and welfare is compromised due to an oversight by the childminder, where on more than one occasion she has transported six children under the age of five years old in her car on her own, this is breaking her conditions of registration as she is caring for more children on her own than her registration allows. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

A thorough self-evaluation process is in place which incorporates the user's and assistant's views, ensuring that a cohesive approach is adopted and areas for further development are identified. The childminder's high expectations and drive for securing improvement is evident and she works seamlessly with her assistant to improve her setting. Exceptional written policies and procedures are in place, which are shared with parents promoting a comprehensive view of her practices. Excellent organisational skills ensure that accurate information about the children's individual requirements such as their health and dietary needs are in place to promote their welfare and well-being. The childminder maintains her knowledge and understanding through attending regular training. The environment is highly conducive to learning and well suited for its purpose as the ground floor of the property is almost used solely for childminding with vibrant surroundings and a dedicated play room which leads directly into the garden. Children make excellent progress in the setting in relation to their starting points and planning is founded on robust evidence where individual outcomes are clearly identified. Equality of opportunity is at the core of the setting ensuring all children's individual needs are met, quickly identifying areas of weakness and taking steps to narrow the gap, ensuring children are able to reach their full potential. Adults have exceptional knowledge of each child's background and needs in a setting where highly successful partnerships with parents and other settings establish a cohesive approach to supporting the needs of the child.

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

Children thrive in a superior environment where they freely and confidently access an excellent range of toys and resources. Children are motivated and interested in a broad range of activities and play well on their own and with others. For example, a child has brought a toy ladder from home and tells me it is from his fire engine, a game develops where two children play with the cars using the ladder, they negotiate taking turns and sharing the resource. Children are settled and confidently interact with their peers and adults building exceptional relationships. For example, children excitedly greet another child on arrival and tell others she is their friend. Children make exceptional progress in their learning in a setting where their needs are top priority and the childminders valuing of the uniqueness of each child is clearly visible. Children enthusiastically sit on the mat for a story and song time, listening intently, they participate joining in with songs and begin signing using Makaton. The childminder shows dedication and commitment to ensuring

children make significant progress, daily communication diaries are used and highly detailed observations and assessments are in place. Children's development records are shared on a regular basis with parents and others, who contribute to planning children's next steps. For example, comments made include 'you know ... so well it made us giggle' and '... has come on so well since being at your setting'. The childminder completes six monthly detailed written reports which are shared with parents detailing all the areas of learning. She has recently reviewed and adapted planning for group activities to ensure the next steps for individual children is more clearly identified. The childminder and her assistant act as calm, consistent role models and support children sensitively and with respect providing them with lots and praise and encouragement. As a result, good levels of self-esteem are developed.

Children develop a sound understanding of keeping themselves and others safe as they are aware of expected behaviour as they walk inside and wait by the door for the childminder before they go outside. Children demonstrate they feel safe and secure as they confidently come into the setting and say goodbye to their parents. Young children cuddle up to the childminder and share a story. Children of all ages explore the environment with confidence and make choices as they begin to take risks as they climb into a low-level chair, turn round to sit down and pick up a book to look at, skilfully supported by the childminder. However, children's safety when being transported in the childminders car is compromised as she has breached her conditions of registration, putting children's safety at risk.

All children demonstrate a significant understanding of the importance of following good personal hygiene routines. They learn about the spread of germs and the necessary equipment is available to minimise the spread of infection, such as soap and individual towels. Children are provided with healthy nutritious balanced meals which are all home cooked and alternatives are provided in order to meet dietary requirements. Children enjoy and benefit from enhancing their social skills as they all eat together at snack and mealtimes, older children confidently discuss the vegetables and fruit which are their favourites and point to pictures displayed. Children are aware to drink frequently and freely access fresh drinking water from their own cups in order to remain hydrated. Children are provided with regular opportunities to be active and access fresh air as a free flow system is operated and children choose to play indoors or outside, regular trips to local parks, toddler groups and walks in the woods all contribute to developing a healthy lifestyle.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
The extent to which children adopt healthy lifestyles	1
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:	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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