

## Inspection report for early years provision

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<b>Unique reference number</b>	223762
<b>Inspection date</b>	15/03/2011
<b>Inspector</b>	Mary Henderson
<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 1988. She lives with her husband and two adult children in a house in Wem, Shropshire. All downstairs areas of the house and the upstairs bathroom and one bedroom are used for childminding purposes and there is a fully enclosed garden for outside play. The family have a pet cat and three goldfish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. There are currently two children on roll within the early years age range. The childminder collects children from the local school and attends toddler groups on a regular basis. She provides support for children with special educational needs and/or disabilities. The childminder receives support from the local authority.

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

Overall the quality of the provision is good.

The childminder fosters strong relationships with the children and their parents, which promotes consistency with regard to care and learning. Most systems to liaise with other providers of the Early Years Foundation Stage are in place. Good use is made of the indoor and outdoor areas and local outings to provide a broad range of opportunities to extend children's learning and development.

The systems of self-evaluation are good and include input from the children and their parents. The capacity to make further improvement is strong. Generally, the risk assessment procedures are good and identify most areas of risk to the children.

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

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

- ensure records of the risk assessments include each specific outing that the children attend
- develop effective communications methods between settings to ensure that children's needs are met and there is continuity in their learning.

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

Leadership and management of the provision is good. Positive relationships between the childminder and the parents ensure children's needs are identified

and met. Communication methods between the childminder and all other providers of the Early Years Foundation Stage, that ensure children's needs are met and there is continuity in their learning, is less effective.

The childminder has a good understanding of how to support children with special educational needs and/or disabilities. The self evaluation systems in place include input from the children and their parents and the identification of strengths and areas for further improvement. Risk assessments are recorded for all indoor and outdoor areas, equipment and resources. However, the risk assessment records do not yet fully include each specific outing that the children attend. Children are safeguarded because the childminder has a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

Engagement with parents is good. There is verbal and written two-way exchange of information to ensure each child's needs are identified and met. Parents have free access to the policies of the setting and their child's learning and development files at all times.

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

The children recognise the importance of keeping healthy. They like to plant and grow their own vegetables, such as lettuce, tomatoes and potatoes and harvest them during the growing season to eat for snack times. Children talk about the importance of healthy eating and a healthy lifestyle during meal times. They learn about the importance of being physically active through routines as they regularly visit the local park to use the large climbing frames and slides and run around in the fresh air. They also like to ride their tricycles and play ball games in the garden with their peers. Opportunities for children's physical development are further fostered through regular attendance at the local toddler groups. Here they use the large and small equipment to extend both their large and small muscle development. This includes using paintbrushes, crayons and glue sticks to create their own designs to take back to the setting or home to their family.

Children are becoming aware of their personal safety. During outings the children learn about crossing the road safely under close supervision of the childminder, who talks to them about staying near, looking and listening for cars and using the pedestrian crossings appropriately. The children are all included in the evacuation procedures of the setting, thereby furthering their learning about personal safety. The children are developing strong relationships with adults and their peers. They show good levels of feeling safe in their environment as they approach the childminder for comfort and support and giggle and laugh along with her as she talks to them about what they are doing. Children behave well, make choices about what they want to do and have a good sense of belonging as their art work is displayed for them in their play areas, for all to see.

The children observe, find out about and identify features in the place they live and the natural world. They like to go on local walks to visit sheep and feed a goat

and look around them, noticing the changing seasons. They notice the plants, birds and insects and talk about their findings with one another and the childminder. The children enjoy regular visits to the local library, where they sit and read a books and bring story and reference books back to extend their learning in line with their current interests.

Children use developing mathematical ideas and methods to solve practical problems. Older, more able children like to use the computer programmes as they explore numbers, colours and shapes following voice instructions as they confidently use a mouse and keyboard. Younger children like to count the stairs at the setting and the steps whilst on outings. Children of all ages like to build constructions using various resources, such as building blocks and stickle bricks. They also enjoy making their own play dough and playing in the sand and water activities. This supports their learning about position, capacity and measurements.

The children are beginning to develop respect for their own cultures and beliefs and those of others. They enjoy playing with a range of resources that depict positive images of diversity, including positive images of disabled people. This includes playing with dolls and small world people and looking at books and reference books from the library. The children explore various festivals around the calendar year through arts and crafts, discussions and stories.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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	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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