

## Inspection report for early years provision

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<b>Unique reference number</b>	118445
<b>Inspection date</b>	19/05/2011
<b>Inspector</b>	Rachael Williams
<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 1998. She lives with her husband in Clevedon, North Somerset. The whole of the ground floor is used for childminding. Children also have access to the main bedroom for sleeping and the bathroom on the first floor. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of six children under eight years old. Currently she is minding for eight children who attend on a part-time basis; of whom, six are in the early years age range.

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

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where their welfare needs are promoted well. Flexible planning encourages children to make good progress in their learning. The provision is adapted to meet the needs of the children who attend. There is good liaison with parents to ensure continuity in care. Systems have not been fully established to share information with other early years providers. The childminder considers the service she provides well and has good knowledge of the strengths and weaknesses of the provision.

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

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

- use information acquired through assessment arrangements to influence future planning and to evaluate the progress made by the children
- carry out and record regular fire evacuation drills
- develop further channels of communication with other early providers who deliver the Early Years Foundation Stage to the children.

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

Through the relationships the childminder has established with the children she has good knowledge of their individual needs. Consequently, systems to safeguard children are implemented appropriately. For example, through recent training the childminder has developed her knowledge of child protection issues to enable appropriate procedures to be followed should an incident occur. The childminder considers the safe collection of the children and ensures prior knowledge of who may collect. Appropriate risk assessments have been established for all areas used by the children and for any outings that the childminder may consider such as,

regular visits to toddler groups to enhance children's social skills and to encourage their confidence in busier environments. The childminder has established an emergency evacuation plan however, this has not been practiced on a regular basis with children or documented.

On the whole, the childminder takes positive steps to monitor her provision for instance, she is beginning to use a quality improver to assess her provision. She has positive interactions with early years advisers and has addressed most of the improvements advised. She has considered recommendations from the last inspection and has effectively introduced hygienic hand washing arrangements for instance, through the provision of individual towels to prevent the spread of germs. The childminder has a good understanding of the strengths and weaknesses of the provision. She considers her monitoring of the learning environment and her supervision of the children as a strength. The childminder has made appropriate improvements for instance, upgrading her toys and resources to meet children's individual needs. For example, cultural figures have recently been purchased to support children's understanding of diversity.

The childminder has a flexible approach to the service she provides which is appreciated by parents. Parents and carers feel positively supported for instance, during their settling in period. Parents provide positive testimonials for instance, how 'communication works well' and how 'relevant information is available'. Parents are able to contribute to the self-evaluation system for instance through their daily discussions and an annual questionnaire. Appropriate systems have been established to share information with health professionals however, these arrangements do not fully consider how information can be shared with other early years providers to ensure consistency in care.

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

Children enjoy a balanced range of experiences both indoors and outside. The childminder interacts well with the children to challenge their learning. For example, she encourages the children to sort the coloured balls and to take turns in pushing them down the musical helter-skelter. Children explore size as they play imaginatively with the three bear's house. Flexible planning encourages children to explore new experiences. For example, after watching a television programme the childminder accesses relevant templates to represent the transport the children have viewed. They mark-make competently using wax and pencil crayons to explore colour and different ways of holding the equipment. The childminder labels the young children's work and encourages them to observe and make the sound of the initial letter of their name. Children enjoy chasing games in the garden for instance, as they create bubbles with the machine. The childminder observes children's achievements and identifies their next steps in learning. As yet, the assessment system has not been fully developed to show how identified learning priorities influence future planning and how it is known that children have achieved these goals.

The childminder takes time to ensure the environment is safe and secure for the children for instance, through her daily checks which includes the security of stair gates to prevent children accessing the front door so that they cannot leave unattended. The childminder encourages children's independence. For example, she works collaboratively with parents to provide suitable arrangements to develop children's personal skills. The childminder has considered the environment and has provided children with their own potty in a designated area so that children become aware of their own needs. Children show pride in each other's accomplishments for example, a young child applauds her friend when they successfully use the potty.

Children are able to make healthy choices at snack-time. For example, the childminder gives suggestions and the children decide they would like apple and banana. On occasions, the childminder escorts children to her allotment so that they are able to see how fruit and vegetables are grown. The childminder provides parents with ideas on healthy eating so that food supplied for lunch is healthy. Children are able to access their drinks independently and confidently do so when they are thirsty.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedure to be followed in relation to complaints that relates to current framework (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 03/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedure to be followed in relation to complaints that relates to current framework (Procedures for dealing with complaints) 03/06/2011