

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404625
<b>Inspection date</b>	08/02/2011
<b>Inspector</b>	Jasmin Myles-Wilson
<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 2010. She lives with her family in Lincoln. The home is within walking distance of local facilities. It is accessible and there is car parking available at the front of the house. The whole house is registered for childminding, although this mainly takes place on the ground floor, with toilet facilities available within this area. Sleeping facilities are on the first floor. There is an enclosed back garden available. The family do not keep any pets.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time. She provides care all year round and is registered to provide overnight care for two children. At present, she is currently caring for one child on the Early Years Register. The childminder attends local toddler groups with the children and is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

The childminder takes positive steps to find out about individual children and uses the information to ensure that their needs are successfully met. As a result, they are well cared for and make sufficient progress. Systems implemented by the childminder are suitable in supporting children's learning. Parents are effectively involved with their children's learning. The childminder undertakes some self-evaluation and plans for future improvement to support the overall outcomes for children.

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

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

- use observation and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- use of self-evaluation and quality improvement processes as the basis of ongoing internal review.

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

The childminder is very knowledgeable of safeguarding issues and the action needed if she has concerns. She has effective and clear policies and procedures in place and fully understands her responsibilities in this area. The childminder completes risk assessments for the indoor environment, garden area and for outings, ensuring children are kept safe through practical measures. For example, soft sponges are put on the wooden toy box so children do not trap their fingers

and the childminder is attentive to children, providing effective supervision. She has a good understanding of how to meet children's needs as she is a registered general nurse. Her aim is to improve the service she provides through undertaking training which will strengthen her understanding and enhance her practices. The childminder has begun to complete the Ofsted self-evaluation form. As this is at an early stage the childminder has not been able to fully identify specific priorities for improvement.

A well-organised range of documentation is in place to ensure the effective running of the setting and ensure children's welfare and learning are promoted.

Information shared with parents is good. For example, a daily diary goes home so parents can see the pattern of their child's day and their achievements, and they are also encouraged to add their comments. The childminder also verbally communicates information to parents in a variety of ways, ensuring they are included in every aspect of their child's care. She has developed good partnerships with parents and they inform her that they are happy with the service she provides. Although the childminder has not had opportunities to work with other early years providers, she is aware that establishing good links is the only way to ensure continuity of care for the children, including their learning and development. The childminder promotes equality and diversity and takes positive steps to provide an inclusive environment. She respects children's routines, such as allowing children to sleep when they need to, and organises resources so each child has equal access to them.

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

Children are cared for in a well-maintained environment. They are confident and curious as they explore various toys and their surroundings. Children clearly enjoy their time with the childminder and are very comfortable in her home. They are provided with activities that they enjoy and keep them engaged, such as watching the lights and bubbles in a glass tube. The childminder knows the children well and their individual routine is respected, which effectively promotes their well-being. The use of observations and assessments assists the childminder in planning and providing a range of activities for the children which also include their interests. However, the next steps in children's learning are not fully identified and taken into account in the planning of activities. Therefore, children's progress is not always fully challenged.

The childminder has good strategies in place to encourage positive behaviour amongst the children and will intervene to stop behaviour from escalating in a negative way. Therefore children begin to learn how to behave positively towards each other. The childminder interacts well with the children through getting down on their level to sing songs and play games with them. Physical activity is a daily feature and the children enjoy trips to the farm or playing in the garden. Children move confidently around the premises and make their own choices from the toys and activities set out for them. Through simple words from the childminder, children are beginning to learn about their own safety when they come in close contact with a hot drink. Children have regular opportunities to develop their

understanding of language through their enjoyment of books and stories with the childminder and regular trips to the library. They enjoy toys that make sounds, such as musical instruments, and a firm favourite is the rocket shape sorter, which also supports an early understanding of technology.

Children are praised and encouraged both for effort and achievement, which helps to give them confidence and build self-esteem. They are encouraged to think about others as they are encouraged to share resources and respect other people who are different in their beliefs and culture through activities they do. Children are beginning to use polite words when they are given something. The childminder takes positive steps to minimise the risk of cross-infection. The children are beginning to learn the importance of good hand washing procedures as the childminder sets a good example. The toys and resources that children use are clean and in good order. Children receive healthy and nutritious snacks and meals as the childminder shares her healthy living ethos policy with parents so they are clear about what to provide for their children. The childminder has a good understanding of purchasing suitable toys and what is appropriate to specific ages of children, thus children's welfare and learning is suitably supported.

## 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	3

### 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	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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