

## Inspection report for early years provision

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<b>Unique reference number</b>	EY422626
<b>Inspection date</b>	11/08/2011
<b>Inspector</b>	Emma Bright
<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 2011. She lives with her husband and adult child on the outskirts of Littleport, Cambridgeshire. All areas of the childminder's bungalow are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group, both of whom attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local groups and amenities. The family has no pets. The childminder 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 works with parents to ensure children are settled in her care and their individual needs are appropriately met. Most of the required documentation is in place to promote children's welfare and systems for self-evaluation are evolving. The childminder provides a sound range of activities to help children make satisfactory progress in their learning and development. She deploys her resources so that children can make some choices about their play.

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

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

- gather and develop the use of information about children's learning to record their progress towards the early learning goals
- improve the wording of the written consent to seek emergency medical treatment to ensure it is clear
- ensure the emergency evacuation plan is clear so that regular evacuation drills are carried out and details are recorded in a fire log book
- develop an effective system for evaluating the early years provision in order to maintain continuous improvement.

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

The childminder understands her role in safeguarding children and about the appropriate procedures to put into practice when necessary. She is clear about notifying Ofsted of any changes or of the suitability of adults living on the premises. This means children are kept safe from harm. Risk assessments are in

place to ensure that hazards are identified and minimised. However, the emergency evacuation plan is not clear and the fire drill is not practised so that children know what to do in an emergency. The childminder supervises children as they play, making sure her home is secure so that children cannot leave unattended.

The childminder promotes inclusion appropriately as she makes sure the activities on offer suitably meet children's individual needs. Resources are organised so that children can select the toys they wish to play with, and these are checked regularly to ensure they are safe for children. The childminder is beginning to identify some areas of strength and areas which require development. However, the system for monitoring and evaluating the provision is not fully effective to ensure continuous improvement.

Documentation is in place to promote the welfare of children, such as children's information records and daily attendance registers. However, the wording for emergency medical consent is not completely clear to ensure children's health in an emergency. The childminder has developed sound relationships with parents and gathers information from them so that she knows about children's individual needs. This enables her to provide consistency of care. Parents receive daily verbal and written feedback so that they know about their child's day. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and in time will make links with these settings.

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

Children enjoy opportunities for fresh air and exercise as they run around in the garden gathering leaves or digging in the mud patch. Information about children's dietary requirements is clearly recorded and children have access to fresh drinking water throughout the day. Children's health is promoted and sensible hygiene procedures are in place to prevent the spread of infection. Appropriate procedures are in place for recording accidents and the childminder ensures she is able to respond appropriately if children have an accident as she has completed an appropriate first aid qualification.

The childminder has a sound understanding of how young children learn and this enables her to provide experiences and activities to satisfactorily support each child's learning and development. The childminder is developing a record of children's progress, however, the information gained from her observations of children is not fully used to identify the next steps in each child's learning and plan activities which build on their interests.

Children are developing independence skills as they help themselves to toys and they are encouraged to learn about sharing through turn-taking games. The childminder provides a relaxed environment where each child is valued, and they have opportunities to hear and use their home language at the setting. Resources are in place that help children learn about the diverse society in which they live. They gain awareness of the wider community as they visit local amenities and they

socialise with others at a variety of local group sessions. The childminder has appropriate systems in place to care for children with special educational needs and/or disabilities.

Children chat readily with the childminder, who responds to their talk. She repeats and models key words to promote their language development. Children begin to develop early literacy skills, for example, they draw and readily make marks to represent their ideas as they experiment with different coloured chalks. They enjoy looking at books, and visits to the local library further enhance their literacy skills. The childminder develops children's learning by introducing mathematical concepts, such as counting and colour recognition, in their play and when out on walks. These simple activities begin to lay satisfactory foundations to develop children's future skills.

## 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	3
The effectiveness of safeguarding	3
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	3

### 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	3
The extent to which children adopt healthy lifestyles	3
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

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

Met