

## Inspection report for early years provision

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<b>Unique reference number</b>	104889
<b>Inspection date</b>	21/02/2012
<b>Inspector</b>	Kelly Eyre

<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 1998. She lives with her husband and two adult children in Luton, Bedfordshire. The whole of the ground floor of the property is used for childminding purposes and there is a first floor bedroom for children requiring undisturbed rest. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has one pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children on roll who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder is experienced and remains committed to the continuous improvement of her practice, using clear self-evaluation procedures to support this. She therefore has a good understanding of her strengths and weaknesses and can prioritise improvements to address these. This supports her in maintaining a childminding service which is responsive to children's needs. The childminder's good partnerships with parents enable her to build a thorough knowledge of each child's needs and interests. She uses this information to ensure that children's needs are consistently met and they are offered appropriate support in order to be meaningfully included.

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

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

- develop further the assessment and planning procedures in order to plan and update the next steps in a child's developmental progress and regularly review this approach
- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

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

The childminder has attended additional training and has a thorough understanding of issues relating to safeguarding children. She is therefore able to promote children's welfare at all times. A written procedure and additional

information further support this, ensuring that she can identify any children at risk and take necessary action. The childminder makes sure that all household members have undergone relevant suitability checks, further promoting children's welfare. Children's safety is well considered through thorough risk assessments and daily safety checks. Good practice and ongoing explanations help children build a secure knowledge of safety issues. For example, they discuss road safety, practising this each time they are out and referring to relevant books to gently reinforce their knowledge.

The childminder is aware of the importance of promoting an inclusive environment and regularly reviews her policies and daily procedures to make sure that they support this. She respects each child as an individual, taking their needs into account when planning activities. The childminder is aware that children follow her example and so aims to be a good role model, remaining fair and showing care and concern for all. Children are therefore encouraged to respect and care for each other. The childminder builds good relationships with parents, keeping them well informed of their child's progress, for example, through the use of daily diaries. Continuity of care is promoted as the childminder has procedures in place to work with other professionals. For example, there are procedures for exchanging information with the local nursery.

The childminder demonstrates a genuine commitment to the continuous development of her practice. She reviews her work, making changes that improve the outcomes for children. For example, recent changes include the introduction of written assessments of children to support the planning of appropriate activities to promote their development. Although the childminder has clear plans for the future, she does not fully utilise the self-evaluation process to inform the overall review of practice and the impact of changes made. Children are offered a range of activities that support their learning because the childminder makes good use of resources. For example, she uses facilities, such as 'stay and play' sessions and local parks and walks, in order to offer children further opportunities.

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

Children make good progress in their learning and development because the childminder has a sound understanding of the Early Years Foundation Stage. She observes and assesses children as they play, thereby building a clear picture of their developmental needs and enabling her to plan appropriate activities to support their individual development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next steps are consistently updated and fed into the overall activity planning. The childminder ensures that her home is safe and children's behaviour demonstrates that they feel secure. For example, they move confidently around the home, making independent choices about their play. They are therefore encouraged to take an active role in their learning and are developing positive attitudes to this.

The childminder encourages children to explore the resources and develop their

own play, joining in appropriately to extend this. For example, children look at a picture of a spider and then pretend that there is a spider under the cushion; they laugh and giggle as the childminder joins them and pretends to hold the spider in her hand. The childminder makes good use of children's interests to help promote their learning and development. For example, children showing an interest in cars are encouraged to count them, sort them according to colour and name the different types of vehicle.

The childminder's good interaction with children means that their play is enhanced and their learning promoted. For example, children and the childminder start by reading a book; they name the different animals and then match them to toy animals, going on to discuss farm animals and to use a tractor and trailer to move the toy animals around. The thoughtful provision of resources further enhances children's play and means that they are offered an extended range of activities. For example, children enjoy creating their own collages, helping themselves to resources, such as, foam shapes, pencil shavings and pasta.

Children's awareness of the relevance of healthy lifestyles and practices is promoted. For example, their understanding of the importance of healthy eating is developed as they discuss this at meal times, referring to a range of child-friendly posters to help reinforce their knowledge. Children's understanding of the uses of information and communication technology is promoted as they access a range of relevant resources. For example, they use interactive toys, telephones, a computer and keyboards.

Children's emotional development is promoted and they gain skills for the future as they build secure relationships with the childminder and their peers. They are encouraged to share the resources and to respect each other's feelings, thus developing their understanding of appropriate behaviour. This is further promoted as children develop and refer to the house rules, which are displayed in the home. Children's awareness of diversity is promoted as they participate in discussions and activities and access relevant resources. For example, they refer to maps and an atlas, discussing the different countries and comparing their climates and traditions. The childminder's good procedures for working with parents mean that she can offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language.

## 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	2
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

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