

## Inspection report for early years provision

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<b>Unique reference number</b>	EY435861
<b>Inspection date</b>	21/02/2012
<b>Inspector</b>	Mary Daniel
<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 in a semi-detached house, situated in Frome, Somerset. Children have use of a living/dining room, kitchen and lobby area downstairs and upstairs there is a bedroom for sleeping and a bathroom. There is an enclosed garden available for outdoor play activities at the back of the premises. The family has one dog. Ofsted have registered the childminder on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children aged under eight years, of whom no more than three may be in the early years age group at any one time. There are currently five children on roll, of whom four are in the early years age group. The childminder has completed a National Vocational Qualification (NVQ) at level 3 in childcare and early years education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and content with the childminder, who provides a range of meaningful play activities that promote children's learning. Partnerships with parents are positive, although information shared on children's developmental starting points is limited. Links with other providers caring for the children have not yet been established to fully support continuity in their learning. The childminder's self-evaluation process is in its infancy and is not robust in identifying key areas of weakness. For example, the breach in requirement that relates to maintaining a record of the risk assessment. However, she has made some improvements to her practice since registration and demonstrates a suitable capacity to sustain ongoing improvements.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident (Documentation). 03/04/2012

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

- develop further the systems of sharing children's developmental starting points with parents to support initial planning of activities
- develop the two-way flow of information with parents and other providers about children's ongoing achievements to promote a shared approach to their

- care and learning
- develop systems of evaluation to effectively help in monitoring and reviewing all aspects of the provision offered and support ongoing aims for improvement.

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

Children's welfare is promoted well as the childminder is aware of suitable safeguarding procedures to follow and has completed relevant training. Children's safety is satisfactorily monitored as suitable equipment is in place in the home. For example, stair gates are used and the front door is kept locked. The childminder supervises children well both indoors and out. However, she has not completed a record of the risk assessment, which is a breach of a legal requirement. Children are welcomed in the comfortable home where they play with a range of well-maintained, exciting toys and resources. For instance, they have fun rolling, kicking and throwing different sized colourful plastic balls in the garden. They explore what happens as they try to roll the balls through a pop-up tent and then excitedly crawl after them. As a result, children develop a keen curiosity in their play and use up their energy while having fun. Children are secured safely in booster seats at the meal table, which enables them to sit with their peers to eat and promotes inclusion.

Children benefit from the friendly relationships the childminder forms with their parents, which help them feel safe in her care. Clearly detailed policies are shared and written parental permissions obtained, which promotes consistency in children's care. The childminder provides daily information to parents on their child's activities, which encourages their involvement in their child's learning. However, she has not fully established ways of sharing information on children's development and ongoing achievements. For example, to help plan initial activities to support their developmental needs as they start with the childminder. Some liaison with other providers children attend is initiated. However, this is not yet sufficiently established to fully support the ongoing sharing and effective use of information on children's developmental progress. Children's individual styles of learning through their play are recognised and supported effectively. For example, the childminder understands the level of ability of each child and adapts activities accordingly to support their participation. Children begin to learn about other ways of living as they talk about the homes people live in and make some Chinese noodles and fortune cookies. They colour in a Chinese dragon picture and talk about Chinese New Year. This helps children develop awareness of some other ways of living. The childminder is reflective of some aspects of her practice, particularly relating to children's learning and development. This has helped her to develop her practice and establish systems to support and monitor their developmental progress. However, evaluation procedures to effectively identify areas for improvement in other aspects of the provision are not yet effectively implemented.

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

Children settle well with the childminder and they have fun in their play. For example, they set up a 'teddy bear's picnic' with their toys and make 'scrambled eggs, sweet corn and raspberries' to eat. This encourages their imagination and helps them begin to develop an awareness of healthy eating in their play. Children explore colour and texture with interest as they push their fingers through the colourful paint to make their handprints. Toddlers become absorbed in exploring an interactive rocket shape sorter. They know to press the top to activate rocket noises. They start to match the colourful shapes, such as squares, circles and triangles to the corresponding holes in the side and smile as they successfully push them through. This effectively encourages children in learning about size, shape and colour. Spontaneous opportunities in children's play are used very well to encourage awareness of numbers, for instance as they pay 50p for some 'orange juice' during a shopping game. They begin to count in sequence as they help to count some colourful bricks and learn numbers have meaning as they say 'I am three years old'. As a result, children start to become familiar with numbers and counting together.

Children visit a nearby animal park where they see pigs, rabbits and turkeys. They plant daffodil bulbs and see these grow into beautiful flowers. There are photographs of them having great fun exploring the garden during the snow, where they examine their footprints and feel the cold snow. These activities effectively promote children's knowledge and understanding of their natural world. Young children's communication is very well encouraged as the childminder carefully reinforces the words and sounds they make. For instance, as they look at a favourite animal book together. Children start to make the sounds of the animals they see in the pictures and receive praise often for their efforts. This approach helps children gain confidence in making their thoughts known through speech. Children respond very positively to the childminder, which helps them gain confidence in achieving their future developmental skills. Children benefit from the variety of purposeful play activities offered. The childminder is establishing effective systems to use her observations of children's achievements to identify their next steps of development. As a result, children are involved in play experiences that build on their existing skills and abilities.

Children show they feel safe as the childminder gets to know them well and recognises their individual routines. For example, she knows when younger children get tired after lunch and reads them a story to help them rest quietly, before going home. Children learn to sit safely on their chairs and talk about where it is safe to stop and cross the road on their outings. They wash their hands regularly and are encouraged to use tissues to wipe their noses. Children enjoy healthy snacks and talk about the juicy oranges they eat and where these might grow in the world. They make some porridge together for their snack. Children enjoy playing in the garden and spend time collecting grass and leaves to make their interesting 'mixture' in a watering can. They have many opportunities to be out in the fresh air on their walks and outings, such as to a nearby wood or play park. This provides them with time to run, jump and climb and benefit from

exercising outdoors. Consequently, children enjoy a healthy lifestyle and learn about keeping themselves safe and well. Children behave very well. They listen carefully to the childminder and respond readily to her requests, such as to help tidy up toys. They learn to use good manners and naturally ask to get down from the table after their meal. Children are praised frequently, which helps to boost their self-esteem and help them become confident, happy and secure in themselves.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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