

## Inspection report for early years provision

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<b>Unique reference number</b>	EY350381
<b>Inspection date</b>	03/11/2008
<b>Inspector</b>	Susan Houlton
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder has been registered since 2007. She lives with her husband and two children aged six and five in a village to the north of Lincoln, Lincolnshire. There are schools, a pre-school, a nursery, shops and parks within walking distance. All areas of the home are available for childminding and the ground floor is easily accessible. There is a fully enclosed garden available for outside play. The family has a pet cat.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight at any one time. She currently looks after eight children within the early years age group on a part-time basis and an older child within the voluntary register age group. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

The childminder provides a warm, welcoming, fully inclusive and extremely stimulating environment where children's welfare is promoted very well ensuring they are kept safe and secure. Children thoroughly enjoy the superb activities provided by the childminder whilst making excellent progress in their learning and development in relation to their starting points. Partnerships between the childminder and parents is very good making sure that the uniqueness of each child is fully taken into consideration. The childminder is committed to continuous improvement and is making good progress in identifying areas for development.

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

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

- develop the written risk assessment to include outings
- develop self evaluation systems further

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

The childminder is enthusiastic and highly motivated to extend her professional development. She enjoys working with children, creating a calm, homely, stimulating atmosphere where children feel valued and are extremely confident and self-assured. Her superb organisation of time, space and resources enables children to enjoy a wide variety of activities stimulating their learning through play and increasing their sense of independence and choice. Children's welfare is protected well as the childminder fully understands her responsibilities towards the children in her care and has a good knowledge of local child safeguarding procedures. The childminder continually checks the safety of her home and garden and completes weekly safety checklists which form part of her risk assessment.

Although the childminder risk assess outings these are not recorded. The childminder effectively evaluates her practice which is done particularly well with regard to the learning opportunities she provides children.

The childminder positively promotes an inclusive environment where all children can achieve to the best of their ability. Her understanding of equality of opportunity, diversity and anti-discriminatory practice is excellent. The childminder develops close relationships with parents of the children in her care helping her maintain an up-to-date knowledge of children's unique, individual changing needs and abilities. Parents write positively about the childminder complimenting her on her organisational skills, motivation and friendliness. They appreciate the 'well balanced and structured day' that she provides for their children who 'love being with her'. Confidential records are stored securely, all required permissions are in place and the childminder makes sure that parents receive as much information about the service she provides as possible.

## **The quality and standards of the early years provision**

Children make rapid progress as learners. The childminder has an excellent understanding of child development and uses knowledge of the children's interests and the information she gains from observations and rigorous assessments of children's abilities to plan a rich, varied curriculum relating to the Early Years Foundation Stage. Children have great fun taking part in a wide range of adult-led and child-led activities both inside and outside that capture their imaginations and motivate them to develop their skills and learning. Children are able to self-select an inspiring range of toys and books in the well laid out playroom which includes displays of children's art as well as a 'feelings board' and maps of the world. Areas of the room and storage areas are labelled in lower case lettering with pictures so all children understand their meaning. Similar labelling is used in the garden, for instance, for commonly found insects and other mini-beasts alongside a wide variety of stone animals. A pictorial daily time line is effectively used so that children understand the routine of each day. The childminder is very skilful at following children's interests whilst covering all six areas of learning. For instance, after young children have identified plastic animals and pictures of them in their natural habitat they ask to go outside. Here they play cooperatively together supported well by childminder who uses good language and reinforces their developing speech. There is great excitement as they feed the fish and help the childminder count how many there are. Whilst two children 'go to work' in sit-in cars another child concentrates well kicking a ball between goal posts to cheers of 'goal!' On returning inside for a snack there is discussion about recycling as one of the children points to the labelled bin.

Children's welfare is promoted well and there are exemplary procedures in place to help prevent infection through cross-contamination. Children's health is significantly enhanced by the childminder who ensures they gain an excellent understanding about healthy eating. They receive nourishing meals and snacks and enjoy plenty of fresh air and exercise throughout the year whatever the weather. Children learn about the importance of keeping themselves safe. For instance, they practise fire drills regularly so that they know how to evacuate the

home quickly should the need arise and receive gentle reminders during play such as to sit properly on chairs so they don't fall and hurt themselves. The childminder uses positive, consistent behaviour strategies whilst taking account of children's differing levels of understanding to which children respond well.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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