

## Inspection report for early years provision

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<b>Unique reference number</b>	EY441394
<b>Inspection date</b>	06/08/2012
<b>Inspector</b>	Brenda Flewitt
<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 2012. She lives with her adult child in a terraced house in Yeovil, Somerset. The ground floor, which includes a lounge, dining room, kitchen and bathroom, is used for childminding purposes. There is an enclosed garden available for outside play. The family has two cats, to which the children have supervised access.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of six children under eight years may attend at any one time. Of these, three may be in the early years age group. There are currently six children on roll, four of whom are in the early years age group. The childminder also cares for children over the age of eight.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and welcoming family home. The effective partnerships with parents and professionals enable the childminder to meet individual needs successfully. Most requirements are met. Children are involved in a broad range of activities, inside and out, that help them learn through play and make good overall progress in their development. The childminder regularly reflects on her practice to identify areas for development and attends training to continue to improve the outcomes for children.

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

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

- request written parental permission, at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 14/08/2012

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

- carry out regular evacuation drills with the children, so that they know what to expect
- develop children's understanding of sounds and letters, for example, by emphasising initial sounds when they are looking at familiar written words.

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

Overall, the childminder implements clear policies and procedures that promote children's safety and welfare. She completes detailed risk assessments and puts measures in place to provide a safe environment for children to play in. The childminder has a good understanding of safeguarding children. This includes recognising signs and symptoms and the procedures to follow if there are concerns. She has completed an online training course to update her knowledge; she records children's existing injuries as routine. This all helps to protect children from harm. Overall, she keeps well-organised records, which she completes clearly and stores confidentially. However, her records do not contain written parental permission to seek medical advice or treatment for every child in her care, which is a requirement.

The childminder organises her home well to meet the individual needs of the children in her care. Children access a good range of toys and resources, which are arranged to enable them to make their own choices according to their interests and stage of development. Children learn a positive attitude to people's differences through the childminder's good example when they meet a range of people. The childminder encourages children to recognise when people are being treated unfairly and to have the confidence to make their voice heard. She actively seeks family background information in order to meet individual needs, promote children's self-identity and raise their awareness of a wider world.

The childminder establishes effective partnerships with parents and carers. She supplies clear information about her provision. This includes written policies and procedures and displays in the home. The childminder encourages the daily exchange of information, in order to meet children's individual needs. This is via verbal communication and a written daily diary. Parents say they are impressed with the level of care and that their children are happy when they are with the childminder. They feel the childminder knows their children well and they are kept well-informed.

The childminder regularly reflects on her provision in order to make improvements. For example, she is developing questionnaires in order to seek parental feedback. The childminder extends her knowledge through training courses, and by actively seeking information via relevant publications and websites. Consequently, she has a good capacity for continuous improvement in her provision, resulting in improved outcomes for children.

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

Children are well cared for in a calm and welcoming family home. They settle quickly and establish good relationships with the childminder and her family, which helps them feel secure. They develop a strong sense of belonging as they use

individual equipment and see photos of themselves in the childminder's home. Children behave well, knowing what to expect through familiar routines. They take turns and share equipment. Sometimes they use timers to help them understand the passing of time between turns. Children receive regular praise and encouragement for effort and achievement, which boosts their self-esteem.

Children are involved in a broad range of activities, both inside and out, that help them learn through play and everyday experiences. They develop good individual communication skills. All children are confident to make their needs known, because the childminder acknowledges and promotes various communication methods. For example, she is compiling a catalogue of photos of resources and children playing, to support all children in choosing their own activities. Children easily access a variety of mark-making resources, both inside and out. For example, a child enjoys painting lines, spots and zigzags in the garden, using various colours of paint and a paintbrush. They spontaneously count the lines they have painted. A child is able to name the letters of the alphabet when they see familiar names written. However, the childminder is not consistent in helping children to link sounds to the letters they recognise. Activities, such as baking cakes, promote various areas of learning. Children weigh and measure ingredients, which involves counting and recognising numerals. They look at recipes for instructions and are aware of changes in the ingredients as they mix them together. Children like to take the end product home to share with their families.

The childminder has a good understanding of the Early Years Foundation Stage. She keeps a record of children's play and achievements, clearly linked to the areas of learning, which she shares with parents. She confidently identifies their stage of development and plans their next steps. The childminder interacts positively and purposefully in children's play, talking with them to develop their vocabulary and understanding of the world around them. She is sensitive to when it is beneficial to stand back and allow children to explore and play independently. Overall, children make good progress in their learning and development.

The childminder promotes children's health well. Children practise good routines for personal hygiene, which includes brushing their teeth after meals. They make choices from healthy options for snacks and meals, which include fresh fruit and vegetables. Children develop independence as they practise practical skills with tools when helping to prepare their own food. Children understand about aspects of their own safety as they learn safe routines for crossing roads and to be wary of people they do not know. However, they have not been involved in practising the emergency evacuation procedures, so that they know what to expect in a real situation.

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