

## Inspection report for early years provision

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| <b>Unique reference number</b> | 225362        |
| <b>Inspection date</b>         | 13/10/2008    |
| <b>Inspector</b>               | Claire Jenner |
| <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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 1996. She lives with her partner in a small town in Leicestershire. The whole of the childminder's house is used for childminding and there is a fully enclosed rear garden for outside play. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group, library and park. The childminder has four cats.

The childminder is registered to care for six children at any one time and is currently minding two children in the Early Years Foundation Stage.

The setting also makes provision for children older than the Early Years age group which is registered on the compulsory and voluntary parts of the Childcare Register.

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

The provision for the children in the Early Years Foundation Stage (EYFS) is good. Policies and procedures are generally very well organised, clear and recognise the uniqueness of each child. Children are settled and happy at the setting and all are welcomed warmly and given equal chance to succeed. Good use of self-evaluation has enabled the childminder to identify areas for improvement, strategies to address these and as a result develop her service. She has also successfully addressed recommendations from the last inspection. Consequently, children's care, play and learning is effectively supported.

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

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

- ensure the daily record of the names of the children looked after and their hours of attendance are clearly and consistently maintained
- continue to develop observation and assessment systems and use these to plan and provide a balance of adult-led and child-initiated activities to meet the needs of all children.

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

All children's safety, care and welfare is well promoted as the childminder understands what she needs to do keep children safe. She has taken positive steps to minimise potential hazards and undertakes regular risk assessments on the premises, resources and equipment. Children's safety is further protected as the childminder has clear and robust safeguarding procedures in place and a written policy which she shares with parents. The childminder also ensures household members are appropriately vetted and ensures that children are within her sight and hearing at all times. Adult:child ratios are maintained ensuring children are

appropriately supervised, however, systems to record children's daily attendance are not consistently maintained.

Positive relationships between the childminder and parents ensures that children's individual needs are recognised and met. Clear records, policies and procedures are well maintained by the childminder and are shared with all parents ensuring they are kept fully informed about the business and care arrangements. Parents are encouraged to share information about their child's routine, abilities and interests and a sensitive settling in process enables children, parents and the childminder to develop secure relationships together. The childminder also involves all parents in their child's learning. She takes time to inform parents about what children have enjoyed and achieved during the day.

The childminder has systems in place to monitor and evaluate her provision which means areas for improvement have been identified and she has begun to implement strategies to address them. She has completed relevant training and also takes time out to seek out resources and documentation to promote and develop her practice and service further.

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

The childminder has a clear understanding of the developmental ages of the children and responds appropriately to their individual abilities, so helping all children to feel valued and make good progress towards the early learning goals. She has begun to introduce systems to observe and assess children to enable her to identify what they have learnt and the next steps. In addition to this she has implemented some planning to reflect what she has seen. However, these systems are not yet fully developed to enable her to provide a good balance of adult-led and child-initiated activities to best support all children.

The childminder has organised her home, resources and equipment well so that children can participate in a broad range of suitable activities. They are able to move freely within the identified play spaces and have easy access to a balance of toys and resources. So helping to enhance their decision-making skills and independence. Children's understanding of language is well promoted as the childminder takes time to talk with them and involve herself in their play. They have good access to a range of books which they look at independently or with the childminder. Counting is built into everyday routines such as counting the number of strawberries on the breakfast cereal or when climbing the stairs. Children enjoy physical play on a regular basis with daily walks to and from school and trips to the local park. Regular visits to local community groups and amenities provides children with opportunities to find out about where they live and meet and interact with other children.

Children behave well and they are encouraged to follow simple house rules such as sharing, taking turns and being kind to one another. Warm relationships between the childminder and the children means they feel secure in approaching her and the childminder ensures they receive lots of praise and encouragement. All children's achievements are acknowledged and as a result, they gain confidence and self-

esteem. Children's health is very well promoted as the childminder ensures children follow good practice in their everyday routines. Children are provided with a balance of healthy meals and snacks and the childminder discusses individual dietary requirements with parents. A comprehensive sick children's policy is shared with parents and all required records and documentation is well organised and clearly maintained.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| 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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.