

## Inspection report for early years provision

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| <b>Unique reference number</b> | 500799                    |
| <b>Inspection date</b>         | 16/12/2008                |
| <b>Inspector</b>               | Elizabeth Patricia Edmond |
| <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 has been registered since 1997. He is registered to care for children at his mother's home, who is also a registered childminder (314368.) This report should be read alongside her report for a clearer vision of the overall provision. He works jointly with his mother as and when required. He sometimes plays a supporting role, although he is sometimes a more actively involved, for example, when she is unavailable or on busier days. His mother's home is a detached farmhouse in the open countryside near Holme-on-Spalding-Moor. Most of the childminding facilities are easily accessible being mainly the ground floor of the house. There are additional facilities upstairs; for example, another bathroom and bedrooms for overnight care or undisturbed rest. Children also have access to open and enclosed outdoor areas according to their level of understanding; younger children are always closely supervised. Children have supervised access to various animals but only one comes into the house.

The childminder is registered to care for six children under eight years. When working with the co-childminder or other family members, who are registered assistants, this number may be exceeded. At the time of the inspection there were 13 children in early years age group on roll at the joint childminding setting. There were also several older children on roll in relation to the childminder's registration on the compulsory and voluntary parts of the Childcare Register. Children attend various full and part time sessions and some stay overnight. There are links with local primary schools and pre-school groups where children are taken and collected. Due to the rural locality children are transported by car.

## Overall effectiveness of the early years provision

The childminder supports his co-childminder effectively in creating a lively and stimulating family environment where all children are valued as individuals. He has experience in providing an inclusive environment for children with a diverse range of needs. There is a good range of activities and outings that interest the children and promote their development in all areas of learning. The childminder is beginning to evaluate his role within the service and sensibly acknowledges his lesser involvement in monitoring children's learning and development.

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

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

- organise the smaller playroom so that younger children can freely access all the resources they need for their play and development across all areas of learning
- continue to become more familiar with all aspects in the Practice Guidance for the Early Years Foundation Stage and be more proactive in contributing to children's learning journeys to provide a more focused approach to their learning and development.

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

The childminder has a positive approach to attending further training, when able, and prioritises important topics such as food hygiene and safeguarding. This, alongside his clear understanding of the setting's well written policies and procedures, safeguards the children and protects their welfare. Parents are effectively included in the evaluation of the service. Parents' questionnaires show overwhelmingly that they are exceptionally pleased with the homely, inclusive nature of the provision and the high standards of care and development provided by the childminder and his co-workers. The childminder has also welcomed advice from the local authority on maintaining separate records where appropriate for clarification; all records are professionally maintained and signed by parents where appropriate.

The facilities and resources are, on the whole, very well organised. The large playroom is well resourced with a good range of play materials and the interesting outdoor encourages offers some excellent opportunities for learning and development. However, during the winter months when the large playroom is a little cold for prolonged play, the youngest children cannot always easily access what they need for their play and learning. Play equipment in the smaller indoor playroom, whilst more easily accessible, offers little variety and does not cover the six areas of learning effectively. Whilst children enjoy playing with the various plastic toys for a short time, there are rather too many push-button, battery operated toys that do not encourage young children's imagination.

Effective liaison with parents and co-workers means that all information about children's immediate needs are effectively communicated and heeded. The childminder knows about their changing eating and sleeping patterns and supports their care needs accordingly. Liaison about children's learning and development is generally done through the co-childminder.

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

The childminder supports his co-childminder in creating a supportive emotional environment where all children know they are valued and learn to respect each other. The relationships that children enjoy with the childminder, his family and the dog contribute significantly to children's care and learning. Children are welcomed into the homely environment and develop positive relationships with the childminder; they rush cheerfully to have their nappies changed and get excited about going with the childminder to feed the ducks and chickens. They respond well to the warm praise and encouragement they receive for their efforts and their behaviour. Consequently they are motivated to build with the bricks, put their own boots on or finish their lunch. Children's behaviour is generally impeccable; they say 'please' and 'thank you' with the minimum of adult prompting. Daily procedures for dealing with a broad range of behaviours also work well in practice.

The childminder is developing his knowledge of child development and children's

individual stages and interests to promote further progress. He interacts appropriately with children to support their learning and develop their independence. The childminder has an understanding of the six areas of learning and is beginning to see how these can be promoted for children through their self-chosen play. For example, he talks to them about what they have seen when out and about encourages them to use simple mathematical language to talk about what they have made with the bricks.

The childminder is currently playing a limited role in contributing to children's assessments because his co-childminder has taken overall responsibility for this. So, whilst the educational provision at the joint childminding setting is generally good, there are some missed opportunities to provide a co-ordinated focus on all areas of learning for children by including what all adults know about the children in the learning journeys. Also, the regular checklists used by the co-childminder to monitor development are based on previous frameworks so do not fully reflect the areas of learning in the Practice Guidance for the Early Years Foundation Stage.

Children are motivated to explore in the homely environment and are interested in the resources available. They are used to what is kept where and older children confidently ask for items that they do not see or cannot reach. The childminder cheerfully fetches items into the kitchen for them to play with; however, this sometimes results in some activities being overly adult led in the winter months when the larger playroom is used less. There is a high focus on communication, language and literacy; the childminder encourages younger children to sing their favourite songs and rhymes and he helps older children to recognise familiar letters when they are showing how they learn this at nursery.

The effective use of risk assessment means that children's learning and enjoyment are enhanced through exciting outings into the forestry or woodland or to nearby attractions. It also opens up some excellent learning opportunities on the childminder's farm; children learn a great deal about the natural world around them and how to care for it. Children learn to manage their own health and safety in relation to this; they know the importance of washing their hands after feeding the chickens, ducks or horses and not talking to strangers when out and about. Children's good health is promoted through a healthy diet of freshly cooked meals and a positive approach to being active in the outdoors. Well nourished, they sleep well in the fresh air, wake refreshed and are good humoured.

## 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

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|-------------------------------------------------------------------------------------------------------------|---|
| <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?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <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?                                                           | 2 |
| How well are children helped to enjoy and achieve?                                                    | 2 |
| 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 |

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.