

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY261711               |
| <b>Inspection date</b>         | 06/07/2009             |
| <b>Inspector</b>               | Janette Elizabeth Owen |
| <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 was registered in 2003. She lives with her husband and three children aged 11 years, seven years and two years in Bromyard, Herefordshire. The whole of the ground floor is registered for childminding, and use of the upstairs bathroom. There is a fully enclosed area for outside play. The premises is accessed via a step and toilet facilities are located on the first floor.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children who are within the Early Years Foundation Stage (EYFS). The childminder also provides care for children aged over five years. The childminder takes and collects children from local schools. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. Arrangements to promote children's welfare and safety are implemented effectively in a caring, homely and secure environment. Well established partnerships with parents reinforce consistency of care and ensure continued awareness of children's individual needs. The childminder's practice is inclusive, she values diversity and positively supports children for whom English is an additional language, enabling them to make good progress given their starting points. Children have access to generally good learning opportunities that mostly meet their individual learning needs and keep them actively engaged; they develop behaviour appropriate to good learners. Children benefit from a number of improvements that the childminder has made since the last inspection; she has evaluated some aspects of her practice and although future plans are limited they are likely to bring about continued improvement to the provision.

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

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

- develop effective practice by using the information on Learning and Development to support continuous observational assessment to inform a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development that will improve the quality of provision for all children.

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

Children's care and learning is generally well promoted. The childminder has improved outcomes for children by developing her knowledge and understanding of the Early Years Foundation Stage. This has enabled her to ensure that the welfare requirements are met. She has attended training to make sure that a current first aid certificate is held and has sought advice and guidance on how to develop her systems in relation to the learning and development requirements. However, although improvements have been made since the last inspection in that the actions raised have been addressed; systems to monitor the continuing quality and effectiveness of the provision are not yet fully implemented.

The childminder aims to provide an inclusive service for all children and their families. She has established a good partnership with parents, encouraging them to share information about their child's needs, interests and abilities. This enables her to provide a good range of activities which support children's progress towards the early learning goals. Consequently, children make generally good progress overall. Children who speak English as an additional language quickly develop good speaking and listening skills. This is because the childminder learns words in children's home language which helps them feel emotionally secure and develop a sense of belonging. She introduces new vocabulary through play, enabling children to develop their language and communication skills well.

The partnership with other agencies, such as other settings children attend, is being developed, the childminder is well aware of the importance of building links to ensure consistency in children's learning and development. She works closely with local nurseries and has approached the local school with the aim of sharing information. The childminder works in partnership with parents to ensure any specific needs are identified and acted upon.

There are very good arrangements to ensure children are safe within the home and when taken on outings. The childminder gives high priority to managing all aspects of health and safety introducing effective systems to enable her to monitor and evaluate children's safety. The childminder uses her knowledge of safeguarding issues to protect children from harm or neglect; she follows the Local Safeguarding Children Board guidelines.

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

Children settle well and benefit from the caring relationship built up by the childminder. Their personal, emotional and social development is well supported, enabling children to develop their confidence and independence in managing personal skills. They respond well to the childminder who is sensitive to children's needs, offering praise and encouragement to support their achievements and to promote good behaviour. Children make good use of the resources and activities provided, making choices and decisions about what they play with and develop their sense of responsibility and safety by helping tidy away toys when they have finished playing.

The childminder bases the activities she provides around children's interests and the areas of learning. This means she provides opportunities for children to make sound progress towards the early learning goals. The childminder has improved her planning, observation and assessment systems since the last inspection. However, these are not yet fully implemented or used consistently for all children. The childminder is not yet making effective links between the next steps identified and the planning of activities to enable all children to make further progress in these areas. The childminder provides parents with verbal feedback on their child's progress and some information is available in children's developmental folders.

Children enjoy the activities provided and have contributed to artwork displayed at the local town gala. They go on walks and outings and are developing their understanding of their local community. Activities also incorporate festivals and traditions celebrated by children attending the provision. This helps children learn about similarities and differences between themselves and others in a meaningful way. Children develop an understanding of healthy lifestyles; enjoying eating healthy snacks and meals prepared by the childminder and engaging in physical exercise both indoors and outside. A balancing activity was used well to help children develop their sense of balance while also introducing numbers as children counted the number of times they rocked the balance board. Children waited until each child had rocked for 10 times before taking a turn. They are learning to share and play cooperatively.

Children are developing behaviour appropriate to good learners; they are engaged and motivated to learn. The childminder encourages children to find solutions and solve problems themselves. For example, working out how to set the trains back on the track and to repair a section of the track to enable the trains to move freely around the track. The childminder poses questions and offers suggestions which enable children to complete the task independently. Children design and make models using a range of construction materials that are safe and suitable for their age and stage of development. They build towers with wooded blocks identifying shapes and colours used.

The childminder helps children to develop their communication and language skills by interacting effectively with children, providing opportunities for children to talk about their own experiences. They learn to use words meaningfully in context and are confident in asking questions or asking for help when needed. They enjoy stories, songs and rhymes and have opportunities to use mark making materials. Children learn about and use numbers in their play and learn to solve problems, they are developing sound skills for future learning.

## 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.                                           | 3 |

### Leadership and management

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|---------------------------------------------------------------------------------------------------|---|
| <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? | 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 |

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## **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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