

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY267045      |
| <b>Inspection date</b>         | 24/06/2009    |
| <b>Inspector</b>               | Yvonne Layton |
| <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 children aged 11 and 13 years in Mickleover, Derbyshire. The whole house is used for childminding. There is a fully enclosed garden available for outside play. The home is accessible via a small step to the front and rear doors. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to provide care for a maximum of six children under eight years at any one time. There are currently six children on roll, four of whom are in the early years age group. She walks and drives to take children to and from school, children's groups and on outings.

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

Overall the quality of the provision is good. The childminder is effective in meeting the learning and welfare needs of the children in the Early Years Foundation Stage (EYFS). She has a very good knowledge of individual children and the needs of all children are met through recognising and supporting their uniqueness. Effective links with parents and other settings help to build positive relationships and ensure consistency in care and education. The childminder continues to reflect on her practice therefore continuous improvement is promoted.

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

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

- update the record of risk assessment to include any assessment of risks for outings and trips and the use of socket covers in electrical sockets
- update understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- further support a stimulating environment in which creativity, originality and expressiveness are valued with particular regard to the adult-led content of some art and craft activities and ensure all activities are suitable for their purpose.

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

The childminder is focused on helping all children to make individual good progress in their learning and development and ensure their welfare is strongly promoted. Their learning is successfully enhanced as the childminder is conversant in implementing all aspects of the learning and development elements of the EYFS. Activities are planned based on individual children's interests and development. There is a good mix of planned and child-initiated activities, including planned themes which are extended to encompass children's additional interests and ideas, and individually and group focussed activities. The childminder is adept at using open-ended questioning to promote children to think critically during child-initiated

and planned activities. She completes individual written observations which identify the children's progress and include parents' comments and observations. The childminder reflects on and evaluates her practice and has effective liaison with the local school. The actions and recommendations from the last inspection have been met and the childminder demonstrates good capacity to make ongoing improvement.

Inclusive practice is promoted throughout, so that all children have their welfare needs met and achieved, as well as they can individually. Each child's individual needs and individuality are recognised and very well-supported. Ongoing discussions with parents regarding each child's specific needs, support diversity and promote inclusive practice. Partnerships with parents and carers are well-established and ensure each child's needs are met. Parents are provided with quality information including their own file containing all documentation. Each child has personal files with photographs and the childminder and parents complete a personal profile of each child. The childminder is fully confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully.

Children are protected as effective and up-to-date records, policies and procedures are in place. However, although the childminder is robustly alert to the safety and supervision of the children and written risk assessments are maintained, there is a potential impact on children's well-being as, outings and the absence of some electric socket covers are not risk assessed. Children's health is protected as the childminder has established consistent hygiene procedures. Resources and premises are well-maintained, clean and suitable for their use. Children are safeguarded as the childminder has clear understanding of her responsibility. However, this is potentially influenced, as the childminder's knowledge of local authority procedures and the safeguarding children procedures is not up-to-date.

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

Children are happy and settled in the setting. Interactions are good. They are helped to make progress and their development is encouraged as a result of the childminder's main focus of supporting children's individual learning within their play, focussed activities and the daily routine. They enjoy purposeful play through planned, unplanned and child-led activities, including outings, themes and focussed activities, which ensures that they make good progress towards the early learning goals. The childminder effectively links and integrates activities. For example, a planned theme of 'Sea life' is linked with submarines and boats to meet an individual child's interest in transport. Children are encouraged to participate in focussed activities for colour, number, letter and sound recognition, such as, a game using magnetic letters and numbers, alphabet sewing cards and card games. These are supplemented during free-play and routine activities where children readily look for colour, number and letters. Themes enhance children's learning. A 'Sea life' theme includes a visit to the library for related books, using the computer for research, creative and small world projects such as a water activity with boats, marine animals and divers. However, with this activity all of the resources are in the water trough and as a result the children have extreme difficulty in accessing

the water, therefore the activity does not fulfil children's interest or develop learning appropriately. Children's physical skills are enhanced as they visit local parks, activity centres and make good use of the childminder's outdoor play resources in the garden. Outside play is a major focus with indoor activities such as a chalk board and small cars taken outside. Children learn about nature through visits to a local area, parks, reservoir and a farm park, and with related activities. For example, children collect tadpoles and monitor their progress before returning them to the pond, they investigate birds and animals both at the home and on outings. Including, discussion and observation of squirrels and nesting birds during visits to the park. Children learn about the world around them and diversity through discussions, celebrations and activities relating to different people, cultures and religion, supported by books, resources and activities, such as food tasting and craft.

All children are included and the childminder proactively works with individual children to enhance their development and social skills, both within groups and individually. For example, she promotes children to develop sitting both alone and in a group to complete an activity. Story books are used to support life skills, for example, a story relating to toilet training enhances the process for a child. The childminder encourages children by providing a range of mark making and creative opportunities such as printing, templates, themed creative and free-play. However, there is an impact on children's creativity and self-expression as the childminder overly influences and actively physically guides younger children as they complete drawing, art and craft. Children have a sense of self-worth as they follow the childminder's behaviour boundaries and respond positively to her involving them with appropriate jobs. The childminder is a good role model and the consistent use of praise and positive reinforcement contributes effectively to the children developing good sense of self and belonging to a wider family group.

Children's health and safety is well-promoted. The childminder has effective hygiene policies, procedures and routines, including discussions with the children about personal care and established routines in regard to good personal hygiene. They learn about food through activities and events, such as, children visit a farm shop, select the eggs, return to the home where the eggs are cooked and eaten. This is supported by discussion about hens, eggs and food. Children are protected and their welfare supported as the childminder has established safety routines and equipment to protect them both in the home and outside. They are learning about personal safety as when walking to and from school and on outings the childminder has rigid road safety routines, which the children are able to relate to and understand. Safety is related through other activities, for example, during a letter session with a alphabet book the letter 'B' is identified by a bee to which the childminder reminds the children to be careful when they smell flowers in case there is a bee inside.

## 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>          | 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

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