

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY320687            |
| <b>Inspection date</b>         | 21/10/2009          |
| <b>Inspector</b>               | Mary Anne Henderson |
| <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 2006. She lives in a house in Shropshire with her husband and two children aged four years and 10 months old. The childminder is registered on the Early Years Register to care for four children and is currently caring for one child within the early years age group, who attends for various sessions throughout the week. The childminder supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

All downstairs areas of the house and the upstairs bathroom and one bedroom are used for childminding and there is an enclosed outdoor play area. The family have no pets. The childminder is qualified to Level 3. She is able to take and collect children from local schools and she receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a warm and caring environment for children and their parents. She liaises with the parents to ensure consistency and that the children's welfare is well-maintained. The childminder has an understanding of, and at times liaises with, other providers of the Early Years Foundation Stage (EYFS), thereby ensuring inclusion for all children on roll. Systems in place to evaluate the provision are good and include input from the children. However, as yet the systems do not fully include input from the parents. The childminder shows a strong commitment to improving her practice on an ongoing basis.

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

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

- ensure parents are fully involved in the self-evaluation systems of the setting.

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

The leadership and management of the early years provision is good. There are positive relationships between the childminder and the parents. This promotes inclusion for all children on roll. Children are protected because the childminder has a sound understanding of the safeguarding policies and procedures of the setting and how to ensure children are protected. Risk assessments include areas, equipment and toys and all outings involving the children. All adults are suitably checked and vetted.

There are good systems in place with regard to self-evaluation of the provision

which includes the identification of strengths and areas for further improvement. However, systems do not yet fully include all parents. Improvement following the last inspection ensures children's welfare is well-maintained. The childminder has an understanding of the need to liaise with other settings providing for the children in the EYFS. Parents are kept informed about their child's ongoing progression in their learning and development. Parents have free access to the policies and procedures of the setting.

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

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. For example, they know to wash their hands after using the toilet and before eating. The childminder talks to them about the importance of eating a healthy diet and trying to include five portions of fruit or vegetables each day. Generally, the parents provide children's meals. The childminder provides a good range of fruits for snack time and drinks of water and milk throughout the day. Children are beginning to recognise the importance of staying safe. They learn the Green Cross Code under close supervision of the childminder during outings. They are also involved in the fire evaluation procedures of the setting. The children show they feel safe as they enjoy the company of the childminder. They smile and gesture to the childminder when they need assistance and enjoy praise and receiving stickers for good behaviour. Children's sense of belonging is well fostered because their art work is displayed for them around the walls. The children enjoy the company of other children and adults as they socialize with other childminders and their minded children at the local childminder's drop-in.

The children are beginning to explore problem solving and numbers. Their skills in problem solving are developed as they build blocks and put puzzles together. Also, the children further their problem solving skills through the use of computers, small table top computers and push-button, battery operated toys. While using computers, the children use the programmes to recognise colour and shape and count various objects, following the instructions. This also develops their imagination and supports their language and communications skills. The children enjoy reading a range of story and reference books. The children enjoy using a range of tools to develop their small muscle movements. This includes painting with brushes and colouring in using crayons and pencils. The children also enjoy using dough cutters and rollers. Children's creative development is well fostered because they enjoy dressing up and using construction toys.

Children find out about their environment, identifying features and noticing the natural world. They enjoy regular walks to notice the wildlife and changing seasons and collect leaves, twigs and insects to take back to the setting. They also enjoy local walks to feed the ducks and popping into the local shops. They also enjoy visits to the local park where they use a range of climbing and balance equipment to extend their physical development. Children's physical development is further developed as they play in the garden, riding their trikes and using the swings and slides.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy playing with a range of resources that reflect positive images of diversity, including dolls and small world people depicting various cultures and people with disabilities. They also enjoy reading books and reference books about people from around the world. The children explore a range of festivals, including Chinese New Year and Divalli, through discussion and art work.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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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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