

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY362018       |
| <b>Inspection date</b>         | 23/02/2009     |
| <b>Inspector</b>               | Elaine Douglas |
| <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 2007. She lives with her husband in a house in the North Devon town of Barnstaple. All areas of the property are used for childminding, toilet and sleep facilities are on the first floor and there is a fully enclosed garden for outside play. The family has a rabbit.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to two children aged over five years to eight years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language and children with learning difficulties and/or disabilities.

The childminder walks or drives to local schools to take and collect children. She attends local toddler groups, and takes children to the library and local park. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. The childminder's secure knowledge of the children's individual needs ensures that she meets their welfare requirements very well. She works closely with parents, exchanging information which safeguards children and promotes their development. The childminder values children's cultural backgrounds and successfully promotes harmonious relationships, which ensures an inclusive provision. She uses the Practice Guidance for the Early Years Foundation Stage to evaluate her provision and is beginning to look at priorities for future development. This ensures ongoing improvements to outcomes for children.

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

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

- link the observations to the early learning goals to enable planning for children's next steps to support their development effectively in all areas
- keep records of any existing injuries to further safeguard children
- ensure the hand washing procedures always help to prevent cross contamination and encourage good practices

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

The childminder organises her premises, time and documentation effectively to ensure children receive good supervision and support for their development. For example, the open plan ground floor is well organised, with resources at low level

to enable children to make choices. The childminder remains with the children at all times, supporting their development and keeping them safe. The childminder provides a good, calm role model, who deals with any inappropriate behaviour sensitively, encouraging sharing and being kind. Consequently, children gain an awareness that their actions may upset another child. The childminder seeks feedback from parents and uses government guidance to evaluate the provision and set actions for development. For example, she is booked on to training on the Early Years Foundation Stage.

Children are safeguarded through the childminder's good procedures. Very good risk assessments are carried out both on and off the premises. Outings are planned effectively to ensure they are suitable for all the children attending. Good procedures are in place in the event of an emergency. For example, the childminder carries emergency contact details for the children. All parents are provided with a card with the childminder's details requesting she is contacted in the event of an accident. A clear child protection policy is shared with parents and the childminder has a good awareness of signs of possible abuse. She discusses any existing injuries with parents, however, she does not currently keep a record of these to further safeguard children.

The good partnership with parents is the strength of the setting. All policies and procedures are in writing and shared with parents to ensure consistency. These have been updated in line with the new statutory requirements. Good consent forms and information on children's routines ensure that children are safeguarded and parents' wishes are met. Daily diaries are used to exchange information and keep parents informed of their child's development. Children who speak English as an additional language are effectively supported through parents providing words in their first language. Some toys and resources provide images of their own culture which helps them to feel a sense of belonging and acknowledge their identity.

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

Children are confident learners and spend their time productively. The enabling environment supports them in making choices, so that they become independent learners. Treasure baskets provide exciting resources which all children enjoy exploring. They are able to access the toys and books from low level containers, and additional resources are rotated depending on the children attending. Children have good opportunities to attend toddler groups, go swimming, use the local ball pool and go on outings further a field, such as 'The Big Sheep'. All of which are used to support children's learning. The childminder plans daily opportunities for the children to be outside, to extend activities and gain an awareness of their own environment. For example, they go on nature walks and then make collages with the items they have gathered. The childminder's good interaction promotes communication and effectively supports children learning English as an additional language. Constant praise and encouragement promotes children's self-esteem and all children are confident and happy in the childminder's home.

Parents are given good information on why observations are made to plan

activities. They are asked to be involved by contributing ideas from home. Photographs and general comments about children's development are sent home every day. However, these are not assessed or linked sufficiently to the early learning goals, to ensure opportunities to progress as effectively in all areas. The childminder knows the children well and what they enjoy doing, she ensures there are sufficient resources to enable all children to be included. Children explore instruments and role play resources which promotes their creativity. The childminder enables children to do as much as they can for themselves and asks if they need help before providing it.

Children learn to keep themselves healthy and safe through daily routines and practices. For example, they know to hold on to the banister when walking up stairs and regularly practise the emergency evacuation procedures. They make healthy choices for their snack and enjoy a variety of home cooked meals. They have regular access to water or milk and recognise their own beakers. They wash their hands before eating and have separate flannels. However, they share the same water and towel, which does not protect them from cross contamination. Good nappy changing procedures are followed by the childminder but children are not encouraged to wash their hands afterwards to gain an awareness of good practices. Children play in clean, well heated premises and have good space to play.

## 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?                                                    | 3 |
| 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 registration.

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.