

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY378036    |
| <b>Inspection date</b>         | 13/07/2009  |
| <b>Inspector</b>               | Jenny Read  |
| <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 has been registered since 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may provide care for a maximum of two children in the early years age group at any one time. She currently cares for two children in the early years age group on a part-time basis all year round. No children currently attend in the later years age group. The childminder attends the local library and toddler groups on a regular basis.

The childminder lives with her husband and their three children aged 15, 14 and two years in the Churchdown area of Gloucester. The family has a pet dog and hamster. The main areas used for childminding are the sitting room, kitchen, dining room and upstairs bathroom facilities. Upstairs bedrooms are available for sleeping. There is an enclosed rear garden with grass and patio surfaces for outdoor play.

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

Overall the quality of the provision is good. Children are making good progress in their learning because play is child-led and facilitated successfully by the childminder who knows the children well to promote positive outcomes. Children are happy, laughing and having fun as they play, forming strong bonds with the childminder and peers. Play is child-led and observation and planning to support children's learning is in its infancy. The childminder provides a fully inclusive practice and strives to improve the quality of care and children's learning well. Parents and children contribute to the monitoring of the setting enabling the childminder to make positive improvements through good awareness of strengths and areas for development.

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

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

- continue to develop the link with other settings children attend to further support and promote continuity of children's care and learning
- continue to develop the observation and assessments so that children's next steps inform future planning

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

The childminder is positive and committed to improving the quality of care and learning for children. She is motivated to attend training, regularly reads childcare articles and completes the self-evaluation process to reflect on her practice, clearly identifying strengths and areas for improvement. For example, the spacious play areas are sufficiently well organised to help children have a number of

opportunities to become independent by selecting role-play resources, books and some games. Through the process of evaluating what she does, the childminder is working through best ways to further enhance the storage of toys to enable children to have easy access to all the resources, games and toys. Also she is keen to develop the observation and assessments to ensure planning challenges and supports children's next steps and continue to develop the links with other settings. This will promote continuity in children's learning.

Flexible daily routines allow children to experience a varied range of activities indoors, outdoors and on outings to develop their knowledge of the wider community. The spacious play areas are used well to support children's play and learning and good use is made of outdoor learning to enable children to become competent, creative learners. Records, policies and procedures are used effectively to promote the welfare of children and methods to monitor whether what is provided for them is sufficient are fully inclusive of children and parents. For example, parent and child questionnaires enable them to contribute and have a positive impact on the service provided. Parents receive good information about the setting and their children's care and progress through: a parent pack including policies and procedures; a daily diary outlining individual care routines and significant events; access to their child's learning journey and feedback at the end of the day. This enables parents to be actively involved in their child's learning.

The childminder places good emphasis on nurturing close relationships, providing a safe, secure home and promoting children's welfare. Risk assessments for the house, garden and outings are completed and regularly reviewed and monthly checklists of equipment and play areas ensure risks to children are effectively minimised. Children are well protected because the childminder is very vigilant about safety issues and has clear knowledge of safeguarding procedures.

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

Children are happy and curious, showing interest in their surroundings, confidently moving around the bright, spacious environment. They develop independence as they select some resources for themselves from the low-level units and labelled storage boxes, readily making choices in their play. The childminder is on hand to assist children with any toys or games they are unable to reach easily to support their play.

The children benefit from the childminder's excellent knowledge of their individual needs and purposeful support when playing. Useful questioning and extension of play ideas, for example, introducing more tools with the play dough and narrating how the children are cutting the playdough characters hair, facilitates their early language skills and challenges their learning. Children have close bonds with the childminder, as a result they are relaxed, smile and scream with delight when listening to music and singing their favourite songs and rhymes. They show good concentration for their age spending time practising their mark-making and trying more complex jigsaws with regular encouragement and sensitive direction from the childminder.

Observations and assessments for tracking children's progress are clear and successfully identify next steps in children's learning, although links to the planning is in its infancy to ensure activities are directly linked to children's individual needs. However, children's learning is enhanced as the childminder is flexible and versatile, appropriately adapting planning and activities to incorporate children's ideas and changing interests. This values children as individuals and ensures play and learning is child-focused.

Children develop confidence and self-esteem through frequent, positive praise, valuing their achievements when successfully drawing circles, helping to pick up the play dough or trying a piece of fruit at snack time. Children are well behaved, learning to share and take turns with support and sensitive, calm direction from the childminder. As a result, children are keen to engage in activities and persevere for long periods. Discussion and clear explanations about right and wrong and the rules and boundaries is helping the children learn to manage their own behaviour.

Children understand and adopt healthy habits, practising regular hand washing, using individual flannels and talking about the importance of good hygiene, healthy food and regular exercise. Meal times are a social occasion and children keep well hydrated, accessing their cup of water when they are thirsty. Children learn how to keep themselves safe through clear explanations about how to climb safely when using the slide or using tools and monthly practise of the emergency escape plan.

## 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 |

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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