

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY380914    |
| <b>Inspection date</b>         | 01/07/2009  |
| <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 five children under eight years, of these not more than two may be in the early years age group at any one time. The childminder currently cares for two children within the early years age group on a part-time basis. She provides care for one child within the later years age group before school and during occasional holidays. Additional care is provided for one child over eight years before school and during occasional holidays. The childminder walks to the local pre-school and school to take and collect children and attends local toddler groups on a weekly basis.

The childminder lives with her husband and their two children aged nine and four years in the residential area of Abbeydale on the outskirts of Gloucester close to local shops and play parks. The whole of the childminder's house is available for childminding. The main areas used are the open-plan sitting room and dining room, kitchen and upstairs toilet facilities. There is a fully enclosed rear garden with decking and grassed areas for outdoor play. The family has fish as pets. The childminder is a member of the National Childminding Association and of a local childminding group.

## Overall effectiveness of the early years provision

The excellent knowledge of each child's individual needs and interests ensures that the childminder promotes all aspects of children's welfare and learning with success. Children are safe and secure because most safety practices are generally well implemented although risk assessments are basic and incomplete. The partnership with parents is a key strength and contributes significantly to ensuring that the needs of all children are well met. This means that children make good progress, given their age, ability and starting points. The highly committed and motivated childminder is reflective of her practice and has successfully identified key areas for development and is taking positive steps to address these, resulting in a service that is responsive to the needs of the children and parents attending.

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

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

- increase understanding of safeguarding issues and procedures
- continue to develop the observation and planning systems to ensure these link closely to children's next steps

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessments to clearly identify risks so that it includes information on who

30/09/2009

conducted it, date of review and any action taken following a review or incident and carry out a risk assessment for each type of outing (Suitable premises, environment and equipment)

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

Children benefit from the childminder's positive approach to her work. As a result, the children are growing in confidence and fulfilling their potential. She is enthusiastic and motivated to attend training to develop her skills and improve the quality of care and education for children. The childminder continually reviews her strengths and identifies areas for improvement. For example, regular evaluation of the observation and planning is helping to develop the childminder's skills and ensures these link to next steps in children's progress. The childminder has sound awareness of hazards to children and takes appropriate steps to minimise these to ensure children are safe. Daily and weekly check sheets and basic written records of risk assessment are in place for indoors, outdoors and some outings. However, these are not complete to ensure all appropriate detail is recorded in line with requirements. Policies and procedures are in place for most aspects of care and are well implemented. All regulatory records are in place, shared with parents and stored securely to safeguard children's welfare.

Children play in a welcoming, safe and stimulating home where excellent use is made of the wider community to enhance children's learning. Inclusive practice is given high priority to promote children's welfare and learning and knowledge of the wider world. For example, children contribute to planning their own play and celebrate festivals relevant to their own backgrounds and cultural practices. Adapting practice and support during play values children's abilities and individual skills. Children are adequately safeguarded because knowledge of procedures to follow with a child protection concern is satisfactory. Children's individual needs are extremely well met because the childminder works successfully with parents to form good partnerships. Parents are well informed about the setting and their child's learning through informative daily diaries, email contact, photographs, monthly newsletters and daily discussion. This enables parents to take an active part in the setting and their child's care and learning.

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

Children make very good use of the space, confidently moving around and enjoying free-flowing indoor and outdoor play. However, the childminder is very mindful of the hot weather on children's healthy wellbeing ensuring they have sufficient sun protection, keep well hydrated through easy access to drinks and spend time playing inside to shield and protect them from the heat while using fans to try to regulate the temperature where children play and sleep. Children enjoy many opportunities to develop balance, control and co-ordination as they learn to throw and kick the balls and climb up the slide counting one, two, three. In addition, children gain strength and agility as they have fun moving in different

ways at the soft play centre.

Children are happy and have established a close bond with the childminder and her family, regularly laughing and smiling together. They appear comfortable and confidently sit on the childminder's lap for a cuddle and snuggle in when tired. The children squeal with delight and readily respond to the childminder's interest in what they do and say. Children are learning to use wet wipes before meal times to wash their face and hands, although hand washing is not encouraged following nappy changes to introduce children to good toileting practices. Children know the rules and boundaries and learn how to keep themselves safe in an emergency through monthly practise of the escape plan.

The childminder knows the children very well and skilfully meets their interests and individual needs. She is inventive and ensures activities and play are based around their interests and ideas, such as making cars available in the water and organising outings to the woods to search for bugs and butterflies. Accessing resources from childcare websites, magnifying glasses and bug sheets challenges children's learning and interests further. The childminder skilfully involves all children and adapts support and activities according to the individual child. Children are beginning to make use of the choice board to readily make decisions about their play and contribute to the planning of activities. This ensures play is child-led. Planning, observation and assessment systems are basic and in their infancy and currently do not link to children's next steps to further support learning. Organisation of resources in baskets and containers on the floor enables children to select resources for themselves. As a result, children are confident and self-motivated in their 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.                                           | 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?                                                                | 3 |

### 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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