

## Inspection report for early years provision

---

|                                |               |
|--------------------------------|---------------|
| <b>Unique reference number</b> | EY382301      |
| <b>Inspection date</b>         | 11/05/2009    |
| <b>Inspector</b>               | Angela Hufton |
| <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 registered in 2008 and lives with her pre-school aged child and young school-aged child. The detached house is in an area close to Newark and all local facilities including schools, parks and shops. Minded children have access to all areas of the home, including bathroom facilities on the first floor. Care normally takes place on the ground floor comprising of the lounge and kitchen/diner. There is an enclosed garden for outdoor play. The childminder is a member of the National Childminding Association and attends local childminder and related group meetings. She holds a Level 3 Nursery Nursing qualification. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight and currently cares for four children, part-time, all of whom are in the early years age group.

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

Overall the quality of the provision is good. The childminder values the individuality of each child and therefore their welfare and learning needs are met well. The childminder has developed some clear policies and procedures that effectively contribute to the promotion of children's welfare. She works in partnership with parents, carers and external providers to promote consistent care and learning. The childminder is aware of her strengths and areas for improvement and is developing systems to improve the experiences of the children she cares for.

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

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

- extend the use of observations and assessments to identify each child's starting points and ways in which parents can contribute to their child's on-going development
- expand the range of activities and experiences for young children to promote positive attitudes to diversity and support their learning of the similarities and differences between themselves and others
- use the Ofsted Self-evaluation form and quality improvement processes as the basis of on-going internal review and improvement, such as for the accident records to ensure these contain more exact details.

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

The childminder ensures that her provision is effectively organised and implements her policies and procedures to best effect in order to maintain positive outcomes for children. For example, the sick child policy is put into practice to ensure that the risk of illness spreading is minimised. Accident records are not as explicitly detailed to fully ensure all aspects of children's on-going health needs. However,

all other records are well-maintained and fully support children's welfare. This includes any information about children who have learning difficulties and/or disabilities or who may speak English as an additional language. This ensures that all children are fully included and their care and learning are successfully supported.

The childminder is committed to her role and has begun to take steps to ensure that she evaluates the provision and maintains continuous improvements. This is at an early stage and has yet to fully inform all areas of the provision. For example, the range of practical experiences to support children learning about all aspects of the wider world. She has taken part in a variety of training workshops that develop her knowledge and skills, therefore benefiting the outcomes for children. Children's safety is given priority. The risk assessments carried out are detailed for all relevant aspects, including fire safety. The childminder is vigilant about security and she helps the children to understand the importance of keeping themselves safe. She has a sound understanding of safeguarding, which means that any concern about a child is swiftly identified and appropriate action is taken to maintain their safety.

The childminder develops friendly, professional relationships with parents, providing them with clear and up-to-date information about her practice. A variety of permissions are sought, for example, in relation to children being transported in her vehicle. Parents are kept informed of their child's routine and progress through daily diaries, record files, discussion and photo albums. Systems are being developed to identify ways in which parents can be more actively involved in their child's progress.

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

Children show high levels of confidence and self-esteem. They benefit from the positive interaction from the childminder and the fact that she gets to know them very well, ensuring therefore that their individual needs are met. For example, she ably interprets the sounds that are made by young children in their attempts at early communication. She listens and responds appropriately so that the children are happy with her reactions. The childminder has developed systems for observing children in order to support their progress. The information from observations is used well in order to promote progress. For example, the childminder observed that a young child enjoys noisy items and also likes to listen to stories. Children are also given a range of items such as utensils, pots and pans so that they can role play or use large bricks to build high towers and delight in their achievements.

The childminder is aware of the children's stages of development and how to help them to move on to their next steps for learning. Children have many opportunities to develop skills across the different areas of learning. A good range of developmentally appropriate toys and resources are set out, enabling children to freely access them. They enjoy working out what buttons to press to make different sounds or have fun making a wide variety of cakes. Young children develop a love of books as they climb onto the sofa with a book. They listen

intently to a story, read well by the childminder. They enjoy the cheers and praise received by the childminder, showing pride at their achievements. They enjoy singing and joining in with the actions. They learn about nature and like to grow sunflowers. Children learn good hygiene routines as part of the daily routine and they are encouraged to be fit and active through regular walks, trips to the park and opportunities to play in the garden.

Children understand the rules and boundaries and are encouraged to behave positively; strategies for managing difficult behaviour are developed consistently with parents. The childminder links with other professionals to support children who attend other provisions and provide continuity of care.

## 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

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

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

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

|                                                                                                   |     |
|---------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---------------------------------------------------------------------------------------------------|-----|

|                                                                                                  |     |
|--------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--------------------------------------------------------------------------------------------------|-----|