

## Inspection report for early years provision

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<b>Unique reference number</b>	317096
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Diane Roberts

<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 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 registered in 1988. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 19 in Carlisle, Cumbria. Schools, shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder is often assisted by an associate and occasionally by her husband. When working alone, the childminder is registered to mind six children at any one time. When working with another adult she can mind 12 children, including two children under one year. At present there are nine children on roll and of these, two are in the Early Years Foundation Stage. Children attend for a variety of sessions throughout the year. The childminder takes children to and collects from school.

Minded children have access to the whole of the property except the utility area and the front garden. In practice children play in the designated playroom at ground level off the kitchen. A fully enclosed rear garden is available for outside play.

The childminder is a member of the National Childminding Association and acts as a Mentor to newly registered childminders.

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

The thorough knowledge of each child's individual needs means the childminder promotes all aspects of children's welfare and learning with success. The childminder's diligence and conscientiousness means that children are safe and secure at all times. Strong relationships with the childminder and an inclusive environment underpin each child's progress. Successful partnerships with parents contribute well to children's development. The childminder routinely evaluates her practice and demonstrates a great capacity to improve her provision.

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

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

- continue to develop knowledge of other forms of communication to add to children's first hand experience of the world

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

The childminder has devised clear policies and procedures to support the safe and efficient management of her service. These are made readily available to parents and are fully understood by assistants of the childminder. High priority is given to ensuring children are kept safe as the childminder and her assistants are most clear about their responsibilities in protecting children from possible abuse and

detailed risk assessments are carried out on the home and for all outings.

The childminder is fully committed to meeting children's individual needs and an inclusive and welcoming service is provided. Her home is well organised and children are offered a good balance of play at home and outings to local groups, thereby promoting their interests and social interactions. A good range of activities are planned based on individual interests following observations of children's learning and development. This means children's progress is closely monitored. Parents speak about the childminder's 'dedication and commitment', the 'safe and positive environment' and their children being, 'extremely happy' with the childminder.

The childminder fully understands the importance of continuous improvement and is committed to developing her practice through training and research. She has identified areas that she would like to improve. This includes extending her knowledge of other means of communication, such as sign language, to add to children's first hand experience of the world. The childminder has good relationships with parents and carers, providing them with detailed information when their child starts at the setting and takes time each day to discuss their care and activities they have been involved in. The childminder regularly asks them to complete questionnaires so she can gauge their continuing satisfaction of the service and these show they value the service.

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

Children are very happy and settled in this well organised child-friendly environment. Very good quality play resources and child-sized furniture are easily accessible, enabling children to confidently make choices and take decisions in their play and learning. The childminder gives the utmost priority to promoting children's welfare and safety. They are encouraged to adopt very good hygiene practices, such as washing their hands after messy play or before meals. Children learn to stay safe as they talk about road safety whilst out and about or learn how to use single-handed tools carefully. The childminder provides toys, books and resources which depict positive images and enable children to learn about diversity and the needs of others. The childminder is a very good role model encouraging children to be respectful towards others. Thereby children are fully encouraged and supported to develop skills for later learning.

Communication between the childminder and children is warm and affectionate with plenty of positive encouragement given to raise their self-esteem and help children feel valued. The childminder conscientiously makes sure children have access to photographs showing members of their family. Children become very excited as the childminder refers to the pictures by the familiar names children know them by. Children's communication skills are further supported by the childminder sensitively demonstrating pronunciation and ordering of words in response to what children say. Their competences are clearly recognised and their efforts appreciated when they show their understanding of new words and phrases.

Children are introduced to a wide range of painting, sculpture and festivals from other cultures. During a creative activity they have great fun using spreaders and glue to create pictures of snowmen with polystyrene shapes. Expertly lifting glue from its container to their pictures they benefit from lots of encouragement from the childminder as she exclaims, 'how clever' and 'well done'.

The childminder assesses each child and records their achievements so she can offer learning experiences that build on what they know and can do. Children sit contentedly with the childminder, counting, naming colours and successfully answering the childminder's skilful questioning. This means all areas of children's learning are consistently reinforced through everyday activities. Other activities are planned to encourage children to become inquisitive, active learners and explore the world around them. There are plenty of opportunities for children to use their imagination as they become fully engaged in small world play. For example, the wide range of resources available in respect of transport or role play means that children can learn about the world in which we live. Children have time to learn. For instance, children show great concentration and determination as they learn to fasten the safety straps of their dolls' pushchairs as part of 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

<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

## **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 the last inspection.

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.