

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381053
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Jane Plested

<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone the childminder may care for a maximum of six children. The childminder works with a co-childminder in these premises. Together they may care for a maximum of 12 children. Currently they are caring for 13 children between them, all of these are in the early years age group. Both childminders have equal responsibility for the childminding practice.

The childminder lives with her husband and two young adults. The family has one dog. Their home is in Leighton Buzzard. The whole ground floor of the house is used for childminding, the first floor is used under supervision and there is a barn in the garden available for play. There is a fully enclosed rear garden for outside play. There are shops, schools and pre-schools within an accessible distance.

The childminder has experience of supporting children with learning difficulties and/or disabilities and are caring for children for whom English is an additional language. The childminder walks to local schools to collect and take minded children and when taking part in any other outings.

## Overall effectiveness of the early years provision

Overall, the quality of this provision is good. The childminder has a generally good understanding of practice to safeguard children and she supports their health very well. Together with her co-childminder, she provides a welcoming and sound learning environment and interesting activities engage all children and promote their progress toward the six learning outcomes. Systems for managing students are generally effective but the induction procedures lack rigour. All children benefit from the childminder's creativity and commitment to self-development, which informs improvements to the service. Children of different ages are successfully included into the planned activities and their carers know their individual and differing cultural backgrounds.

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

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

- make sure that students receive an appropriate induction, which ensures that they are familiar with the setting's policies and procedures
- ensure that children are familiar with the evacuation procedures
- develop procedures for establishing the starting points in learning from parents on admission, for sharing their ongoing achievements at home and implement systems for sharing the next steps in children's learning on a long term basis
- utilise activities such as cooking to enhance more able children's wider learning.

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

The childminder has a close partnership with her co-childminder and their enthusiasm and commitment leads to an awareness of their strengths and ideas for future development. This results in a service that parents value. The childminder has a sound understanding of the Early Years Foundation Stage. Regulatory records for children are all in place, the policies, and procedures are clear and generally work well. The childminder has a sound understanding of the importance of safeguarding all children. Overall, children's safety is a priority although there are weaknesses in sharing information on evacuation procedures with children and the student working in the setting, which will hamper an effective evacuation in an emergency. There are detailed risk assessments, which take place at regular intervals. The childminder supplements these with daily safety checks. This means children can play safely. All children benefit from the childminder's very effective procedures to ensure their health, for instance, she role models good personal hygiene and uses effective nappy changing procedures to prevent the spread of germs. Children's meals are generally home made and positively promote good nutrition. Children are encouraged to eat fruit and learn about healthy choices.

All children benefit from a generally well-planned environment. For instance, they have good access to some quality toys, resources, and equipment. This supports them in developing independence and enables them to make choices in their play. Many activities are child-led but others are planned, these take place both indoors and outside. In addition, the childminder uses local resources, such as shops and an open farm to support their learning. The childminder provides parents with good quality information on her care practices and service. The assessment systems show that children are making progress. However, systems to utilise parental knowledge of what their child knows and can at home lack priority. Procedures are developing for working in partnership to support children's learning with their pre-school. A daily diary provides the primary system for two-way communication with parents. The childminder complements this with verbal exchanges; this ensures that parents have a good understanding of their children's experiences. Parents comment that they value this. However, these systems focus on what has happened or been achieved and the childminder does not provide parents with information on how they may support children to learn at home.

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

All children are secure; they are developing good relationships with their carers and make friendships. They receive good support as they learn to separate from their parent/carer and during their personal care. For example, the childminder plays 'tummy-tickling' games and chatters to a child when changing their nappy. Children make choices from planned activities and a sound range of resources; as a result, they are busy and learning. Children's well-being is important to the childminder therefore, she provides a secure environment and has procedures for their safe collection. The childminder has a good knowledge and understanding of

protecting children and these are set out in the generally sound safeguarding policy. Activities provide children with opportunities to play independently and cooperatively. Encouragement and simple rules promote children's good behaviour.

Children's language development receives support because adults talk to them. The childminder uses planned learning and routines to reinforce outcomes such as promoting a healthy diet. She positively encourages infants to eat snacks of fruit and allows the more able children to select the items of fruit they wish to prepare for snack. All children participate in cooking activities, for instance, by mixing the batter for pancakes and observe change occurring as they fry. However, the childminder does not utilise cooking activities sufficiently to enhance more able children's wider learning. For example, they do not participate in weighing the ingredients. All children positively enjoy their meals, for example they tuck into pasta with a bolognaise sauce, this will aid their healthy development. They benefit from a clean and safe care environment, which supports free movement and play. Children learn that over excitement can lead to accidents and that they wash their hands to 'get dirt off', which will support their health and safety.

Children are able to develop their creativity by expressing themselves through art and craft or by designing a 'snowgranny' outside in the garden during snowy weather. They are becoming confident in using information communication technology resources, for example, children from a wide age range use an electronic colouring programme with support from the childminder. Play in the garden provides opportunities for younger children to develop spatial awareness as they push prams. Children learn about growth as they plant seeds and use and share tools such as trowels and watering cans. They learn about the wider world as the childminder celebrates a range of festivals through the planned activities. All children have access to toys such as puzzles for a range of abilities and planned activities provide opportunities for children to use money in real situations such as shopping for cooking ingredients. Helpful systems are in place for establishing all children's care needs. The limited systems for gaining information from parents on what children know and can do, means that the childminder relies mainly on observations made regularly in the setting to inform the planning for children's learning. Records show the childminder provides a variety of experiences and each child has a file to reflect their progress toward the early learning goals.

## 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**

Since registration there have been no complaints made to Ofsted.

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.