

## Inspection report for early years provision

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| <b>Unique reference number</b> | 316926         |
| <b>Inspection date</b>         | 07/12/2009     |
| <b>Inspector</b>               | Carys Millican |

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|------------------------|-------------|
| <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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1993. She lives with her husband and adult family in central Penrith, Cumbria. The childminder either works alone or with her assistant. The whole of the ground floor of the childminder's house is used for childminding, as well as the small upstairs bedroom and bathroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant, jointly they are registered to care for a maximum of six children in the early years age group. She is currently minding eight children in this age group who attend various sessions. The childminder is also registered to care for older children. She provides care from 8am to 6pm, from Monday to Friday throughout the year. The childminder walks to local schools to take and collect children, and attends pre-school groups. The family has one dog, two cats, one rabbit, and one guinea pig. She has use of a car to transport children on outings.

The childminder is a member of the National Childminding Association, and the Eden and District Childminders Group. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's care, welfare, and individual learning and development are successfully promoted within this secure and caring environment. Children have fun playing in this inclusive setting where they are well cared for by experienced practitioners. They are confident and self-assured as they access an extensive selection of resources and activities that meet their interests. Observation, assessment and planning have been introduced well to ensure children make steady progress in their learning. Documentation and the required policies and procedures are in place, and these are implemented well to safeguard children. A positive partnership is established with parents and other settings which the children attend. Self-evaluation is developing sufficiently well to ensure continuous improvement.

## **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 systems for observing, assessing and planning for children's individual needs and to identify children's next steps to inform future planning
- develop systems to encourage parents' involvement in their children's

- learning and development
- continue to develop self-evaluation systems in order to help to promote continuous improvement to the provision and outcomes for children.

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

Children are safeguarded and protected. The childminder and her assistant have attended recent refresher training in child protection issues; they clearly explain what action they should take if they have concerns regarding the welfare of a child in their care. All suitability checks are completed for all adults associated with the service provided, and the required documentation is in place and accurately maintained. Children are closely supervised at all times and are never left alone with anyone who has not been vetted. Their safety is promoted and potential hazards are identified and minimised. Written risk assessments are completed for all the indoor and outdoor areas used by the children, and for all outings which are undertaken.

Children play in a well-organised, spacious family home where children are able to independently explore their environment. They make independent choices and decisions about what they want to play with from a wide range of accessible, good quality resources. The childminder and her assistant have a superb understanding of how children learn through play, and this is effectively led by children's interests. Children's unique attributes and individual needs are recognised by the childminder, and they feel valued. Children access a selection of resources and planned activities, and enter into frequent discussion with the childminder that helps promote their understanding of the differences and diversity in the world around them.

The childminder has established a positive relationship and partnership with the parents. She provides a wealth of written information for parents. This includes a detailed set of policies and procedures, which are read by the parents, and understood and implemented by her assistant. Some younger children have daily dairies which are shared with parents to ensure continuity of care. All children have individual progress folders which show how well they are progressing in the six areas of learning. Although a regular verbal exchange of information takes place when children arrive, systems are not encouraged whereby parents can add comments into the their child's diary or folder. Parents are not encouraged by the childminder to help with their children's learning at home. However, parents express a high regard for the childminding service provided by the childminder and her assistant. For example, parents state the childminder provides an 'excellent atmosphere where children develop essential skills built on shared values of respect and fairness', and how 'children have blossomed in their care'. Children's learning and development is promoted well through an effective partnership with the other settings that children attend.

The childminder and her assistant are dedicated, committed practitioners who regularly update their own professional development by attending core training. Although the self-evaluation process is in it's early stages the childminder is clear

on her responsibility to establish effective systems to monitor the effectiveness of her provision. Through discussion she is clear on her strengths and areas for improvement, and the previous recommendation from her last inspection has been completed.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy themselves and have fun. The childminder has a sound understanding of how children learn through play and focuses on providing a fun, learning environment in which children feel valued and their confidence is promoted. The childminder knows the children well and follows their interests. She uses the Early Years Foundation Stage framework well to ensure children make sound progress in their learning. The childminder completes simple observations of what children do; she generally assesses the progress they make, and is beginning to document their next steps to inform future planning.

Children develop a close relationship, and a strong bond, with both the childminder and her assistant. They are confident in their surroundings and independently help themselves to the numerous resources accessible to them. Children show a keen interest in books and listen attentively as they read stories together. They enjoy completing floor puzzles and tray jigsaws, and discuss the finished product together. Children learn about number as they count the animals in the books. Younger children show delight as they roll the ball back and forth with the childminder. They are beginning to take initial steps, or confidently walk around the room using furniture to support themselves, supervised by the childminder. The childminder encourages young children to be independent and learn social skills, such as helping to tidy up and use manners. Children enjoy construction models and train tracks. They recall the bad weather and how the bridges have been destroyed by the flooding.

Children are well behaved. They form friendships with their peers and play together. Their behaviour is managed in a calm manner with the focus on positive behaviour. Children are praised constantly as they play. They learn to share and take turns in activities, and learn patience when younger children are around them. Children's understanding of how to stay safe is promoted as they learn about road and fire safety. They understand to hold hands or hold the buggy when out walking, and not to run away. Children take part in regular fire evacuation practices so that they know what to do in an emergency. They understand that they must help tidy away toys before getting more out, and do so without prompting. Children walk back and forth from school and play outside in the garden, thus learning the importance of fresh air and exercise. Children learn about good hygiene and why it is important, as they wash their hands before eating and after going to the toilet.

## 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*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **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