

## Inspection report for early years provision

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**Unique reference number** 317167  
**Inspection date** 25/08/2009  
**Inspector** Carys Millican

**Type of setting** 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 was registered in 1984. She lives with her husband and adult family in a residential area approximately one mile from Carlisle city centre. The childminder provides care from 07.45 to 18.00, Monday to Thursday, throughout the year. The whole of the premises except the first floor, conservatory, rear stairs and front garden are used for childminding. There is a large and fully enclosed rear garden for outdoor 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. She is currently minding five children in this age group. The childminder is also registered to care for older children. The childminder is registered to mind alone and also to work with an assistant. When working with an assistant, the childminder may provide care to a maximum of 10 children. The childminder has use of her car to take children to from the local schools and pre-school groups.

The childminder is a member of Carlisle and District Childminder's group. The provision is registered on the Early Years Register, the Childcare Register and Voluntary part of the Childcare Register.

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

Overall the quality of the provision is good. Children are affectionately and lovingly cared for in this relaxed, homely, safe, secure, child friendly environment. They make steady progress in their early development as they benefit from the individual attention they receive from this vastly experienced childminder. She is highly motivated and ensures children are exposed to wide range of fun and stimulating activities and play opportunities. Partnership with parents and others is for the most part good. The childminder has made a good start in the self-evaluation process. Observation, assessment and developmental record keeping, and all the required policies and procedures are promoted in her everyday working practices.

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

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

- further develop the systems in place that identify the next steps in children's learning to inform future planning
- continue to encourage parents to be more involved in their children's learning and development and how they can help their child at home.

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

The childminder has many years experience in looking after children. She is a truly dedicated and committed childminder who adores children and provides them with exceptional care and individual support. The childminder regularly attends additional training in the latest childcare practices to improve her own knowledge, understanding and professional development. She organises a flexible service to meet the individual needs of parents, carers and children where children's care and welfare is effectively promoted. Children make steady progress in their learning and development. The childminder has an excellent knowledge of child development and each child's ongoing development and learning, therefore, providing an interesting and stimulating environment for them. All the required record keeping documentation is maintained and kept in a confidential format. A set of written policies and procedures are available which are effectively implemented in her everyday practice and are available and understood by parents and childminding assistants.

The childminder has made a good start to the reflective self-evaluation process by monitoring and evaluating her everyday working practices. She understands the importance of regularly reviewing the childcare provision and has already made changes for the benefit of the children since her last inspection. Parents express a high regard for the care and service the childminder provides for them and their children. They highlight how children have 'progressed well', are 'confident and happy' in the care of 'an exceptional, loving, caring childminder'. Information is exchanged daily with parents, both in a diary and through discussion. The childminder encourages parents to add comments to these diaries to share information about their children, inform her of ongoing interests and what they may have done at home with them, however, there is no evidence to support this.

Children are safeguarded and protected. The childminder has a good understanding of the procedures to follow if she was concerned about a child's welfare. Children are kept safe and secure in this well organised family home. Risk assessments are completed for indoors, outside and for outings that are undertaken. The childminder has a written fire evacuation procedure and maintains a log of regularly completed monthly fire practises. Registration records ensure children are collected by named persons and safety equipment is installed to ensure children's safety indoors and outside.

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

Children settle easily on arrival and confidently explore the familiar surroundings with their friends. They are well supported by the childminder as they play. She skilfully challenges and extends their learning and development through the provision of suitable age related resources which meet their individual interests. Children enjoy playing with pop up toys, they count to three with the childminder as they turn the handle in wide eyed anticipation, laughing and giggling as it pops out to greet them. Children enjoy singing action songs and competently do the actions with the childminder. Household activities become learning opportunities,

for example, as children help to hang out the washing. They enjoy feeding the fish in the pond supervised by the childminder and her husband in the pond enclosure. Children enjoy the experience of painting and other creative activities. Evidence of this is seen in photographs, end products hanging on the wall and displayed in children's folders. The childminder ensures that children experience a number of outdoor activities such as walking back and forth to school, visiting the park and playgrounds or soft play facilities and socialising with other childminders and their children at the carer and toddler groups. Children love playing in the fresh air. They take calculated risks as they climb on the climbing frame or jump up and down on the small trampoline. Children grow tomatoes and vegetables in the garden and when they are ripe eat them.

Children's individual needs are met. The childminder gathers initial information from parents when first registering with her. This includes information about children's health and care needs, routines and individual interests and preferences. Information linked to children's development and learning already achieved is collated by the childminder who regularly updates this to provide an ongoing record for parents. Daily diaries are completed by the childminder to record children's care, routine and the activities they have undertaken with her and to pass on any other information to parents. The childminder has a good understanding of the Early Years Foundation stage and makes links to the areas of learning. Observations are completed including photographic evidence and assessments of children's learning which show how development is progressing. There is limited information available to show how the next steps identified are used in future planning.

Children gain an understanding about healthy living and suitable hygiene practices. They enjoy meal times in the kitchen where they experience a varied menu of healthy snacks. Children's health and well being is discussed with parents so that they provide healthy options in packed lunch boxes and to ensure all dietary needs are met. Drinks are readily available for children throughout the day and easily accessible to them at all times. Children learn appropriate hygiene practices following the good role model set by the childminder. They begin to understand the importance of washing hands after craft activities, toileting and before eating. Children are very well behaved. They begin to understand the importance of sharing and taking turns, and patience when someone has something they would like to play with. The childminder uses positive methods to encourage good behaviour using lots of positive praise and encouragement. Children learn to respect other people possessions and learn how to keep themselves safe.

## 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

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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