

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY346138
<b>Inspection date</b>	06/08/2009
<b>Inspector</b>	Elaine Douglas
<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 was registered in 2007. She lives with her two children aged nine and 11 years. They live in a house in a residential estate in Ilminster, Somerset, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and toilet facilities are on the first floor. 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 children may be in the early years age range. She is currently minding six children in this age group, only one child is full time. She also offers care to children aged over five years to nine years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools and preschools to take and collect children. The childminder holds a level 2 childcare qualification and is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory. The partnership with parents and liaison with other settings contributes significantly to children's individual needs being met successfully. Consequently, children make good progress in their learning and development. Self-evaluation is beginning to be used to identify priorities for future development. Parental feedback is regularly sought to ensure their needs are met, and most procedures keep children safe and secure.

## **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 method of observing and assessing children's development in order to identify learning priorities for each child
- review the risks to children with regard to the arrangements for snack time and supervision while escorting children to the toilet
- continue to develop the use of self-evaluation to identify priorities for ongoing improvements

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

The childminder is committed to attending training and continually updating her knowledge. She has attended recent child protection training and has good documentation in place for further guidance. The childminder regularly meets with other childminders to gain support, attend training and discuss practice. Parents are provided with good information on the provision, the Early Years Foundation

Stage framework, their child's individual care and their development. The childminder liaises with other settings the children attend to discuss their development. Discussions with parents and daily diaries ensure that children's welfare and individual needs are met. The childminder has begun to use self-evaluation, which includes feedback from parents and older children, this is being developed to be effective in identifying priorities for ongoing improvements. Children's attendance is accurately recorded, contracts are agreed with parents for children staying overnight, timescales have been included in the complaints policy and the childminder has increased her knowledge of safeguarding children. All of these were previously raised as recommendations.

Written policies and procedures are available for parents and all necessary documentation to safeguard children is in place. The childminder carries out regular risk assessments of her premises, resources and outings. However, arrangements at snack time mean that children walk around while eating and toddlers are not directly supervised while the childminder escorts children to the first floor toilet. Equipment such as a fire-guard, door jammers and a stair-gate help to minimise risks. Children have good access to toys and resources, which are in a suitable condition. The childminder holds a current first aid qualification and has sufficient first aid equipment. Parental consent is obtained to seek emergency treatment, apply sun cream, use outdoor equipment and transport children, this ensures parents' wishes are met, and children's health and welfare are promoted.

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

Children are settled and happy in the childminder's home. They are made to feel welcome and have their own pegs for their belongings. They confidently make choices and select from the resources available. Babies and toddlers explore using all their senses. For example, they shake rattles, push buttons, watch lights and smell the fruit. The childminder knows the children well and encourages them to learn through first hand experiences. Consequently, they are inquisitive and eager to try new skills. Children are well behaved and build good relationships with each other and with the childminder. Older children are patient and kind with the toddlers and babies.

Children are pleased with their achievements and enjoy taking their craft work home. Older children help take care of the environment and their personal hygiene. Babies and toddlers sleep, eat and have their nappy changed according to their individual needs. Children of all ages explore programmable toys and a range of books, and develop a good awareness of people's differences through a range of positive images and the use of Somerset Total Communication. Children are able to help themselves to their drinks and are provided with a range of nutritional meals and snacks. They wash their hands before eating and after using the toilet, and their photographs are used for them to recognise their own towels. Children gain an awareness of keeping themselves safe through regularly practising the emergency evacuation procedures.

The childminder provides good interaction and encourages the children to communicate and play well together. For example, children of different abilities

play with a floor number puzzle, the childminder challenges older children by asking them to find certain numbers and work out how to join the pieces. The childminder is aware of children's particular interests and the ways they learn, which enables her to plan for their individual development. She has begun to implement a new method of observing the children and linking it to the early learning goals. However, this is not yet consistent for all children.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### 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>	3
How well are children helped to stay safe?	3
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