

## Inspection report for early years provision

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<b>Unique reference number</b>	EY418075
<b>Inspection date</b>	12/04/2011
<b>Inspector</b>	Michelle Tuck

<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.

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## **Description of the childminding**

The childminder registered in 2010. She lives with her husband, and their two children aged five years and 19 months. They live in Frome Somerset. Childminding predominantly takes place on the ground floor. There is an enclosed rear garden to facilitate physical play. There are bathroom facilities on the ground floor and additional facilities on the first floor.

The childminder is registered to care for a maximum of four children under eight years at any one time. There are currently 11 children on roll, of which six are in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family have a dog.

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

Overall the quality of the provision is good.

The childminder provides a warm and secure environment where children make good progress in their learning and development. A caring and well-considered approach means that children's safety and wellbeing are actively promoted and that they enjoy their time in the childminder's care. A strong partnership with parents provides excellent support for children's individual needs and interests. Strategies for self-evaluation are beginning to develop and a positive approach to training and development maintains the drive for continuous improvement.

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

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

- develop more opportunities for outdoor learning, to support further those children who learn better when outside.
- develop further systems for self-evaluation

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

Secure procedures and a clear knowledge and understanding of safeguarding issues mean that children are appropriately protected. General safety issues are given careful consideration so risk is minimised and suitably managed. The risk assessment programme is well documented and the environment is effectively organised to ensure that it is safe and suitable for the children. All necessary documentation is well maintained and up to date. This promotes the smooth running of the setting on a day-to-day basis.

Good use is made of time, ensuring that children are able to take part in a wide

variety of activities; however, children who learn better in outdoor environments have fewer chances to do so, as less variety is planned outside. Toys are readily available which means that children can access them easily to support their play and learning.

A strong emphasis on meeting individual needs stems from the childminder's clear knowledge and understanding of each child in her care. Daily routines, resources and the environment are carefully considered so that children are well supported.

The childminder has a very positive relationship with parents. This means that parents are well informed about the setting and their children's progress. There is a regular two-way flow of information which is effectively used to enhance children's care and learning experiences. The childminder demonstrates a sensitive approach towards gathering information from parents to ensure that all children are included at the setting. She provides a service that is inclusive for all children and their families, so ensuring children get the support they need to make good progress. She demonstrates a genuine commitment to inclusion. The childminder promotes equality and diversity in a way which is meaningful to the children. She ensures they become aware of the diversity within their own community and of the wider world.

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

Children make good progress in their learning in relation to their starting points and are actively developing the skills they need for the future. Time spent with parents and children before care commences is used effectively to gather information on children's needs, interests and achievements, ensuring that the childminder has a firm basis for future planning.

The childminder uses her detailed knowledge of the children's interests and achievements to plan and provide a wide range of interesting and stimulating activities that they clearly enjoy.

A warm and friendly relationship is fostered between the childminder and children, so they feel very safe and happy in her care. Each area of learning is well promoted through a positive balance of adult-led and child-led activity. Children enjoy books and stories, imaginary play, play dough and exploring the natural world as part of everyday routines. The childminder tailors activities to children's individual interests, for example, when children show an interest in the postman the childminder involves herself in their role play, by pretending to receive letters then takes the children to post a letter at the post box.

Children's knowledge and understanding of safety issues is actively promoted which means that they develop a good understanding of how to keep themselves safe. For example, through discussion with older children about possible hazards they may meet when they go out and the practice of evacuation drills regularly

which ensures that children know what to do in an emergency situation.

Children's welfare is supported through the maintenance of high standards of hygiene and cleanliness in the childminder's home. Children are encouraged to adopt healthy lifestyles by learning about good personal hygiene such as washing their hands after going to the toilet and before eating and using their own hand towel, in order to prevent cross infection. A high emphasis is put on healthy eating. The childminder ensures that all meals provided are healthy and nutritious. Provision is made for children to rest if required and to have access to regular fresh air and exercise. The childminder promotes positive behaviour by giving children lots of praise and encouragement and by setting clear boundaries and fully promoting their social and independent skills. As a result children are happy, self-assured and very well behaved. Children develop strong links with the wider community through their involvement in toddler groups, library visits and local walks.

## 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

<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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

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

<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	1
The extent to which children adopt healthy lifestyles	1
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