

## Inspection report for early years provision

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<b>Unique reference number</b>	119116
<b>Inspection date</b>	27/07/2009
<b>Inspector</b>	Louise Bonney
<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 has been a childminder since 1997 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her adult daughter in a house in Sandhurst. The house is situated within walking distance of local amenities including schools, pre-schools, parks and shops. The whole of the ground floor is used for childminding with sleeping facilities provided for babies in the master bedroom. There is a fully enclosed garden available for outside play. The family has a cat.

The childminder has three children on roll, all are in the early years age group. The childminder is registered to provide care for three children within the early years age range. She may care for up to six older children under the compulsory part of the Childcare Register. A maximum of six children may attend at any one time. The childminder provides all day care from Monday to Thursday throughout the year.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder provides an inclusive setting and safeguards the children through the development and implementation of appropriate policies and procedures. Children access facilities and a varied range of resources that support their care and learning well. The childminder evaluates her provision and takes steps to improve areas she identifies as needing development, such as the use of information technology. She establishes partnerships with parents and other provision that support the sharing of information and continuity in children's care and learning.

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

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

- update the record of risk assessment to include assessments of risks for each type of outing and trip
- include details of first aid treatment administered in the accident record to share with parents
- have a method for checking that observations reflect all areas of learning and aspects of development in order to flag up areas causing concern.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment for the premises to include its date of review and any action taken (Suitable premises, environment and equipment)

10/08/2009

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

The childminder organises her provision well. She ensures children have space for their activities and a good range of resources and equipment. She and the children choose a variety of resources to have out each week, which together with playdough and art materials that are always available create a stimulating environment for the children. Children use the garden as a group, as due to the layout of the premises it is difficult to supervise indoor and outdoor areas at the same time. This impacts on how children independently develop their play and learning. However, the childminder is currently addressing this by building a garden room so that children have easy access to the full range of toys and the garden. This reflects the childminder's commitment to the continual review of her provision and its development.

Parents reflect in letters of commendation how well the childminder provides for their children and keeps them informed. They appreciate her continuing home routines to provide continuity and the sensitive settling in processes. They share a daily journal which includes information the childminder receives from other settings the children attend. The childminder seeks information about children's home cultures and languages so that she is able to support these within her provision. The childminder develops and shares her policies and procedures with parents, and maintains most documentation appropriately. This safeguards the children. Parents sign accident records, but the childminder does not record the first aid treatment children receive to further support continuity of care.

The childminder risk assesses the premises and children are safe and secure due to the removal of most hazards and her vigilance. She records her risk assessment for the premises and describes how she maintains children's safety on outings, although this is not fully recorded. The childminder reviews her risk assessment as circumstances change, such as building the garden room, and takes steps to ensure the area is safe and secure. However, she does not record this review or the action taken. This breaches the welfare requirements.

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

Children settle well and show they have good relationships with each other and the childminder. Children learn to be helpful towards each other and take into account each other's needs. Preschool children help sort out safe toys for the baby to play with, and the childminder helps children cope with their emotions when they have to allow others a turn with a toy. This helps children develop appropriate behaviour. Children enjoy participating in activities the childminder suggests as well as having time to initiate their own play. This provides a balance of adult-led and child-initiated play. Children learn how to play safely, such as when the childminder supports babies as they begin to stand, while older children balance and control their bodies as they do an obstacle course in the garden. The childminder uses role-play to reinforce safety messages, such as by pretending to burn herself on hot play food. Children practise the fire drill, which helps them evacuate the premises safely in an emergency. This helps children develop

awareness of risk and how to manage it. Children follow hygiene routines that support their growing awareness of how to keep themselves clean and minimise the spread of infection. They try hard to remember to flush the toilet before they wash their hands, with the childminder giving them support. They have frequent drinks and the childminder talks to parents about providing healthy options for packed lunches. This supports their good health.

Children enjoy a wide variety of activities and resources that they find interesting, and which support their learning and development well across all areas of learning. They make decisions about their activities as they select resources for the week with the childminder's support, and choose from these as they initiate their own play. The childminder interacts with the children throughout their activities, extending their thinking and encouraging them to communicate clearly. She encourages children to make marks as they find a piece of paper and she suggests they use it to write a letter, making fun of letter shapes as she draws them and praising their efforts. She responds to the sounds and gestures babies make and repeats what they say, and children enjoy looking at books and participate in telling the story. This supports their communication skills well. Babies love exploring their toys and recycled materials, such as boxes, and the childminder provides smaller toys for them to put in and out of them. The childminder encourages positive attitudes towards social diversity. She reads children stories where the characters have disabilities. She provides activities to reflect children's own cultures, such as when learning about Scottish national dress and making flags. She and the children try to learn words in children's home language if it is not English, to support their feelings of inclusion.

The childminder observes children's progress and identifies their next possible steps in learning. Observations and planning do not show links to the early learning goals to assist in monitoring children's progress, but the childminder refers to the practice guidance for the Early Years Foundation Stage to check children are progressing well from their starting points. This helps her identify some areas where children need more support, such as in problem solving. Parents receive a six monthly report on their children's progress, photographs of activities by e-mail and share a daily diary. They share information about their child's progress, such as when babies learn new words, which helps the childminder build on their learning. However, there is no system in place to include parents' contributions to their progress records. The childminder liaises with other provision children attend and takes account of activities they provide. She identifies this as an area to develop further through sharing children's progress in learning. This helps provide continuity in their development and care.

## 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